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COLLEGE

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MONMOUTH COLLEGE CATALOG

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Monmouth College
Monmouth, Illinois 61462-9989
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College officers on matters which are essential to their degree programs. On questions about College regulations and policies on student life, students should consult the current student handbook.

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MONMOUTH COLLEGE: AN INTRODUCTION

■ **Location of the College.** Monmouth College shares its name with the town that is its home, the seat of Warren County in western Illinois, a pleasant and hospitable community of eleven thousand people. The Mississippi River, still the threshold of the American West, flows just fifteen miles from Monmouth's campus. Chicago is 180 miles to the northeast. The Quad-Cities — Moline and Rock Island in Illinois, Davenport and Bettendorf in Iowa — straddle the Mississippi forty miles due north. Monmouth is served by bus and is easily accessible from Interstates 80 and 74. Commercial air service is available through Moline and nearby Galesburg. Monmouth's location also permits easy access to other academic communities: Western Illinois University is thirty miles south in Macomb; Augustana College is located in Rock Island; and Knox College, Monmouth's traditional rival in athletics, is just sixteen miles away in Galesburg.

■ **The College's History and Purpose.** Founded in 1853 by pioneering Scottish Presbyterians, Monmouth College sought the blessings of civilization to the people of the rough frontier and the ke of traditional values to those who were shaping a new world. Though today our life knows different frontiers, the College still thinks of its purpose as the founders did — preserving and celebrating the traditions that have been entrusted to it while promoting discovery and investigation. Although the student body today includes many who come from far beyond western Illinois, Monmouth continues to have a strong sense of identity with its local community and with the region in which it is proudly rooted.

Unusual for the time, Monmouth College was created a coeducational institution. Indeed, it was one of the first colleges to give women equality with men, and, not surprisingly, women's interests have been prominent in the College's history. The first sorority in the nation, Pi Beta Phi, was established at Monmouth, as was the third oldest, Kappa Kappa Gamma.

Monmouth has chosen to remain the collegiate institution it was founded to be, preferring not to expand into a university. Monmouth continues to insist that its purpose is not to pursue knowledge for its own sake, in the university's fashion, but to encourage students to seek values by bringing together knowledge and belief in a coherent whole. The College has neither graduate nor professional schools and is therefore able to focus its resources entirely on its undergraduates. In true collegiate fashion, Monmouth stresses the unity and equality of the academic disciplines that compose it. The College's chief interest lies in providing its students a generous understanding of human experience; individual disciplines receive their sense of direction from that larger commitment rather than permitting the specific interest to become an end in itself.

■ **Accreditation and Affiliation.** Monmouth is a four-year college offering the Bachelor of Arts degree and is fully accredited by the North Central Association of Colleges and Schools. The program of the Department of Education is accredited by the Illinois State Certification Board.

Recognizing that no intellectual process is value free, Monmouth College is committed to the values and ecumenical

perspective of the Christian faith and encourages its members to explore the implications of those values for their lives and the world. While the College chooses, quite deliberately, to maintain its affiliation with the Presbyterian Church (U.S.A.), it welcomes students of all faiths.

To increase the range of opportunities for its members while retaining the advantages of smallness, Monmouth and thirteen other colleges similar in kind and purpose compose a consortium, the Associated Colleges of the Midwest (ACM). These colleges, located in Colorado, Iowa, Minnesota, and Wisconsin as well as in Illinois, together offer programs which singly they could not. These provide opportunities, described in the section titled Off-Campus Programs, for members of the College to engage in a remarkable range of off-campus study projects, both in this country and overseas, for a term or an academic year.

MONMOUTH COLLEGE

MISSION STATEMENT

The mission of Monmouth College is to provide a liberal education within the context of our Christian heritage and the Jeffersonian tradition. Our Presbyterian legacy proposes that Christian values are central to the processes of education, even while it argues the need for critical examination of belief. Thomas Jefferson's charge to education calls on us to equip students to live and work in a free society and to bring them to accept wholeheartedly their responsibility for maintaining the worth and vigor of that society.

Our goal, then, is to guide students beyond the analysis of isolated facts and unconnected moments of existence to the discovery of meaningful pattern and larger design and to encourage them to join useful knowledge and thoughtfully considered values in a coherent system of personal commitments.

Monmouth College embodies this mission in its carefully structured curriculum, central to which is a four-year sequence of general education courses extending from the interdisciplinary freshman seminar to senior year courses in thought and belief. To this core we intend that all department programs be actively related. Our mission demands also that we extend the assumptions of the curriculum into residential life, promoting the spiritual and social maturing of our students with the intellectual, and beyond this into the life of the College's members within the larger community. A residential curriculum reflecting the academic curriculum is an integral effort to achieve these goals.

Our mission also demands that students understand alternative value perspectives among which they may

choose; else they have only the illusion of freedom. To be free means to know how to set a thoughtfully structured life against the coincidental, the chaotic, and the merely fashionable. Monmouth's mode of education ensures that students know alternative world views and beliefs, proposed through our departments of study and their disciplines, not as ends in themselves but as avenues of inquiry into larger human questions and the answers which imagination, reason, and inspiration have provided.

In the endeavor to achieve our mission, the role of the teacher is crucial—more important than the subject matter itself. Our faculty's charge is not only to guide students in inquiry within the disciplines, but to celebrate the larger purpose of the College. Upon the vital relationship between teacher and student all our resources are focused. We call on professors to be fully accessible to their students and on students to be fully responsive to their teachers and the College.

Our collegiate purpose is realized when our graduates exemplify the College's ideals in their life and work and when they seek actively to use enlightened understanding in the service of humankind.

STUDENT LIFE

■ Education Beyond the Classroom.

The Monmouth College campus provides a charming and comfortable living and learning environment that is both ideal and idyllic as a traditional collegiate setting. Often admired for the beauty of its trees and pleasant spaces, the campus is surrounded by a handsome residential area just a short distance from the town center. It is a walking campus where no building is far from any other and where members of the College quickly come to recognize familiar faces as they meet on campus walks and congregate for College occasions.

For students in some institutions, the undergraduate years mean only taking courses. In contrast, Monmouth's students find that education extends beyond the classroom, reaching into faculty homes, residence halls, and dining room, embracing a broad range of cocurricular activities. Lectures, concerts, and performances by visitors are planned to complement the academic program. The College newspaper and other publications, the campus radio station, religious services, music groups, and the theater provide opportunities for students to develop their talents and to enrich the College's life. Many members of the College find challenge and learning opportunities in the athletic programs, both intramural and intercollegiate. A prominent focus of campus interest is the student government, which is responsible for a broad range of activities. In all of these there are opportunities for learning, for leadership, and for interaction with faculty members.

■ **Instructional Facilities.** The Hewes Library, at the physical as well as the

metaphorical center of the campus, is a modern, air-conditioned facility that features an open-stack system, giving users direct access to its holdings. The library houses nearly 200,000 volumes and receives more than 600 journals, domestic and foreign. It has been a depository for U.S. government documents since 1860. Thanks to links with the Illinois Library Network, OLC, and FAX, the student at Monmouth has access to a wealth of materials through interlibrary loan. The Hewes Library provides many study areas, including individual carrels and seminar rooms. The Beveridge Rooms house the rare books and Monmouthiana Collections of the College. The Len G. Everett Gallery is located on the top level of the Hewes Library.

The Hewes Library is also the home of the College's fully equipped Computer Center and thus brings together the newest of learning resources with the most traditional. The center houses two mainframe computers, one of which is devoted exclusively to instructional uses, as well as printers, terminals, and other devices.

The Haldeman-Thiessen Science Center, named for two of Monmouth's most celebrated professors, is a remarkable facility for a small college, providing students with extraordinary laboratories and instrumentation. Built in 1970, it is the symbol of the College's long-lived reputation for excellence in the laboratory sciences.

The College Auditorium, the oldest building on campus, serves as chapel, concert hall, assembly area, and lecture hall. Its renovation in 1981 provided a hall with splendid acoustical qualities and theater-style seating even while it preserved the charm of the original structure.

The major instructional programs in the humanities and social sciences are carried on in two gracious buildings in the classic collegiate style, Wallace and McMichael, named for early presidents of Monmouth College. In Wallace Hall, audiovisual facilities adjoin classrooms and faculty offices. Carnegie Hall, once the College library, now houses the Student Affairs Office, the Public Relations Office, the Learning Skills Center, and the College Bookstore. Theater productions are staged in the new Wells Theater. The Music Department has much of its activities in Austin Hall on the east side of campus and in the College Auditorium.

■ **Student Affairs.** The staff of the Dean of Students Office—the deans; directors; head residents; resident assistants; and those in the student center, career planning, and minority and international student affairs—all have a personal and professional commitment to quality in all areas of student life.

The Dean of Students Office administers all student services, particularly individual and group counseling; personal, relational, and developmental concerns; health and wholeness issues; advising student government; campus and Greek organizations; and the general well-being of campus life. Additional counseling services for assessment or evaluation purposes are provided when necessary.

Monmouth College students receive 24 hour health services through the emergency room of Community Memorial Hospital. The student is charged a flat fee for each visit. Services that require a physician or hospitalization or other medical treatment are available at the hospital. Students should make certain that they are covered by their family's health and hospitalization program.

The directors of international and minority students focus their attention on the nurturance and special needs of a growing number of international and minority students, advising, counseling, and encouraging them to be full participants in the Monmouth College community.

The recently renovated Stockdale Center is the hub of extracurricular activities on campus. The director of the center and student assistants work closely with the Community Activities Board and other organizations in planning a wide range of activities.

Monmouth believes that a residential college should provide more than room and board and that living in residence halls affords special opportunities for learning from others. Personal growth, intellectual development, and maturity seem to come more quickly to those who are continuously engaged with their fellow students and who contribute to making residence hall life a richer experience for everyone. Accordingly, the College requires all its students to live on campus unless exceptions are necessary, such as married students and students in the Monmouth area who reside with their parents. While providing some supervision of students in residence through its system of head residents and resident assistants, Monmouth encourages its students to govern their own living units and to develop their own social programs. Thus each residence hall has its own council composed of elected representatives who manage the hall's affairs.

In its residential system, Monmouth has sought to provide an unusual range of living opportunities and experiences. None of its halls is quite like any other, either in its architecture or its internal arrangements. Styles range from Winbigler's long corridors and large, traditional lounge areas to modern Gibson, where rooms are arranged in fours around a shared bathroom. The residents of the various halls may choose the hours of visitation, within parameters established by the College. In all its residences, the College has chosen to provide a high standard of maintenance and to enhance students' living by making their surroundings bright and cheerful—a fact that strikes visitors at once. The College has wished to give its students every reasonable opportunity to choose among alternatives in accommodations, physical surroundings, and life-styles.

Each spring returning students sign up for rooms, stating their preference, while new students indicate their housing preferences during the summer. The College makes every effort to provide students the housing they prefer.

Many Monmouth students choose to join fraternities or sororities. Sorority women live within the residence halls, choosing rooms as do unaffiliated women. Fraternity men, according to their affiliation, either live in the fraternity house or choose to spend some or all of their years in a residence hall.

All students in residence, including some who live at home, take their meals in the dining hall of the Stockdale Center. Private dining rooms in the center are available for special occasions.

■**Recreation and Athletics.** More and more people are recognizing that an organized program of recreation is necessary to their spiritual as well as their physical well-being. Monmouth provides a variety of opportunities, from the rigorous discipline of intercollegiate competition to an extensive intramural schedule. The College's Bobby Woll Athletic Field features an eight-lane track with a rubberized asphalt surface. Ample indoor recreational space is provided in the College's athletic center, which includes Arthur Glennie Gymnasium, dedicated in 1983, and the old gymnasium, completed in 1925 and extensively renovated in 1984.

Monmouth's men compete on the varsity level in football, soccer, cross country, basketball, wrestling, baseball, track and field, and tennis. Varsity competition is offered to Monmouth's women in volleyball, cross country, tennis, basketball, track and field, and softball. More than 75 percent of Monmouth's students are actively involved in all aspects of the intercollegiate, intramural, and recreational programs. Facilities include the swimming pool, a billiard room, lighted tennis courts, an all-weather track, and extensive indoor facilities.

■**Campus Organizations.** The student handbook describes the many campus organizations that serve the variety of interests found among Monmouth's students. Honor societies enroll students who achieve academic distinction, and several groups provide for those whose talents are in the arts. Eight national Greek organizations add an important dimension to Monmouth College social life. Notable among Monmouth's traditionally strong music organizations is the Highlanders, Monmouth College's pipers and drummers. The Association for Women Students, the Black Action and Affairs Council, Amnesty International, Monmouth Christian Fellowship, and the International Club speak to the special needs of students with particular backgrounds or interests.

Students find in the city of Monmouth a congenial and friendly community, proud of the College that bears the same name. Many local organizations welcome volunteer workers from the student body. Local churches invite students to join their congregations and often depend on them to be organists, soloists, and leaders of youth groups. Similarly, local schools have come to count on students for help with tutoring and coaching. Through the YMCA, Warren Achievement Center, Jamieson Community Center, and homes for the elderly, all those who wish to serve find significant, rewarding opportunities.

■**College Governance.** Because all members of the College are responsible for nurturing freedom and values in the institution, Monmouth has traditionally invested considerable authority in its student body. The College has fostered the candid evaluation by students of its academic and extracurricular programs, even as it has encouraged open discussion of social issues. Monmouth has long recognized that it must be shaped by students' interests and responsive to students' needs. Accordingly, the College provides extensive opportunities for students to be involved at all levels of its decision-making processes.

The College's system of governance involves three bodies that work together for the welfare of the whole.

The Monmouth College Senate has the legal responsibility and authority for managing the College's resources. It delegates certain powers to the College's administrative officers, faculty, and students. The Senate is composed of no fewer than 33 directors, nine of whom serve as trustees on the Executive Committee. To ensure that students' views are heard in this highest assembly, the officers of the Student Association sit in all plenary sessions and with Senate committees.

The faculty, charged with the responsibility for all the educational programs of the College, accomplishes its work through its Senate and various standing committees. Unless specifically excluded by the faculty's statutes, students participate on all faculty committees, helping to develop policies for the regulation of the institution's corporate life. The monthly meetings of the faculty are open to students, and any member of the College may speak to an issue on the floor.

The body politic of Monmouth's students is the Student Association, which has a wide interest in and responsibility for the quality of student life. Its legislative body is the Student Senate, which is made up of the association's officers and elected representatives. It is from this body, normally, that recommendations for action and proposals for change go to the faculty and the trustees.

■Rights and Responsibilities. The College guarantees its students a number of rights consistent with its encouragement of individual freedom. The right of every student to petition the faculty on his or her own behalf is complemented by the right to speak to larger questions before the whole faculty in assembly. The right of free expression in the College newspaper and in other publications is long-standing, as is the right of students collectively to decide on the use of student activity funds. In turn, students, as members of a free

community, are expected to share responsibility for the welfare of the College and to defend its good name. Accordingly, the Student Association has established certain rules for the regulation of student life, encouraging a climate of shared social responsibility in which individual freedom for all can flourish. These freedoms and responsibilities are detailed in the student handbook.

Particular regulations deal with the use of alcoholic beverages on campus; the College's position is, briefly, that it will permit students in their residences to exercise responsibly those freedoms in the use of alcohol afforded them by the State of Illinois and that it will attempt to educate them to the potential dangers of what is now known to be a drug.

The College allows a student in good standing to keep an automobile on campus, provided that the vehicle is registered with the Dean of Students.

In accepting admission to and enrolling at Monmouth College, students implicitly agree to comply with College regulations while they are students under the College's jurisdiction. Monmouth College reserves the right to suspend or dismiss a student whenever in its judgment the welfare of the College community demands such action.

■The Career Planning and Placement Center. Career Planning and Placement provides opportunities to develop an understanding of self and to explore the world of work. The director helps assess career interests, measure aptitudes, prepare for job interviews, and compile credentials. Workshops and special programs are offered regularly. A job vacancy newsletter; a teacher candidate directory; practical paid and volunteer work experiences; internships; and interview opportunities with potential employers, graduate and professional schools, and alumni are also available.

Those in the Career Planning and Placement Center see career planning as a life-long process and provide individual career counseling and services to students as well as alumni.

■Preprofessional Programs.

•**ARCHITECTURE.** Monmouth College is affiliated with Washington University of St. Louis in a joint program of the study of architecture. The program consists of three years at Monmouth College with a major in art or a synoptic major, and four years of architecture studies at the university. After successful completion of the first year at Washington University, the student receives the B.A. degree from Monmouth College. A master's degree in architecture is awarded after completion of the program at Washington University.

•**COMMUNICATIONS.** After receiving the B.A. degree, students can usually obtain an M.A. in communications after one year of concentrated study at a major university. Courses in English, psychology, and speech are useful preparation. Student publications, the campus radio station, and extemporaneous speaking offer opportunities for students to gain practical experience.

•**COMPUTER SCIENCE.** Students who seek careers in this rapidly growing field should take a full complement of courses in mathematics and computer science. The College's well-equipped Computer Center affords students ample opportunity for instruction and practice. The Department of Mathematics and Computer Science offers majors in both mathematics and computer science.

• **COOPERATIVE PROGRAMS IN LIBERAL ARTS AND HEALTH PROFESSIONS.** Monmouth College has affiliated programs with Rush University and Mennonite College in nursing and medical technology. Students begin their education on the Monmouth campus and finish at Rush-Presbyterian-St. Luke's Medical Center in Chicago or at Mennonite College in Bloomington. When the requirements on the Monmouth campus have been successfully completed, the student continues the program at Rush or Mennonite College. Two options are available. A student with good scientific preparation and aptitude can complete the minimal requirements of the pre-

professional phase at Monmouth in two years. The student then finishes training on the Rush or Mennonite campus and is awarded a B.S. in nursing or medical technology (Rush only) after two years there. This is called the 2-2 option. A second possibility is to take this program as a 3-2 option that allows a little more flexibility in the pre-professional phase of the experience. Students completing this program are awarded a B.A. by Monmouth and a B.S. by Rush or Mennonite College when work at Rush or Mennonite and Monmouth has been completed.

Monmouth also has an affiliated 3-1 certificate medical technology program with several hospitals. The student spends three years at Monmouth and one year in training at the hospital. At the end of the fourth year the student is awarded a B.A. from Monmouth and a certificate to practice medical technology after successful completion of all requirements and passing the state examination in medical technology.

Monmouth College and Washington University of St. Louis share a 3-2 occupational therapy program. A student who successfully completes the requisite three years at Monmouth and two years at the School of Medicine Program in Occupational Therapy will receive both the B.A. degree from Monmouth College and the B.S. degree from Washington University.

Students interested in physical therapy can participate in a 3-2 program affiliated with the Chicago Medical School and receive both a B.A. degree from Monmouth and a B.S. degree from the Chicago Medical School.

Students in the above programs are advised by a faculty member on the Health Careers Committee.

•**DENTISTRY.** A student preparing for a career in dentistry must simultaneously fulfill the general education requirements for graduation from Monmouth College and for a field of concentration (a "major"). Dental schools do not require a specific undergraduate major. However, most students major in biology, chemistry, or such combinations as the

biology-chemistry major offered at Monmouth College. Students should familiarize themselves with the course requirements and academic standards as explained in the booklet, Admission Requirements of U.S. and Canadian Dental Schools. Pre-dentistry students are usually advised by a faculty member in the Biology or Chemistry department.

•**ENGINEERING.** Monmouth College is affiliated with Case Western Reserve University, Washington University, and the University of Southern California in joint five-year programs of engineering education. The plan calls for three years at Monmouth followed by two years of engineering work at one of these institutions. Upon completion of the program, the student receives degrees from both Monmouth and the engineering school.

•**ENVIRONMENTAL STUDIES.** A synoptic major in environmental studies can lead to graduate work or career positions in this expanding field. This program emphasizes a field understanding of the combined areas needed to properly comprehend the complex nature of environmental studies. Options allow for technical expertise or a policy/advocacy slant to the major, depending upon the goals of the participant.

•**LAW.** Students should prepare for a career in law by acquiring the ability to think, write, and speak clearly. They should also cultivate a genuine concern for human institutions and values. Though law schools require no particular undergraduate major or course of study, courses in constitutional law, business law, and criminology are available at Monmouth College. Students may also gain experience in law-related internships for college credit.

•**LIBRARY SCIENCE.** After receiving the B.A. degree, a student may qualify for a degree in library science with one year of training in a professional school. Specialized library work in business and industry is open to students with scientific training. Opportunities are available for students interested in library

science to work in Monmouth College's Hewes Library.

•**MEDICINE.** Admission to an American medical school is extremely competitive; cumulative grade point of 3.5 is generally the minimum for acceptance. Students should familiarize themselves with the course requirements and academic standards explained in the Medical School Admission Requirements for the United States and Canada. Premedical students are usually advised by a faculty member in biology or chemistry. A student can choose any major, but most major in biology or chemistry. Careful planning of the student's academic program is essential and should begin during freshman orientation.

•**MINISTRY AND CHRISTIAN EDUCATION.** The American Association of Theological Schools recommends a broad liberal arts experience as the best preparation for the modern ministry. Concentrations in philosophy, religion, history, English, sociology, or psychology are encouraged, and some knowledge of Hebrew and Greek is a valuable asset. Students who are preparing for service in the field of Christian education will profit from courses in the Education Department as well as from the above concentrations.

•**RESERVE OFFICERS' TRAINING CORPS.** Monmouth College students may work toward a commission in the United States Army, the Army Reserve, or the National Guard upon graduation. The program, open to both men and women, is taken in addition to the ordinary academic program and includes a six-week summer camp between the junior and senior years. Information about this program may be found in the section on the Military Science Department.

•**SOCIAL SERVICE.** Many opportunities in social-service professions are available to students who major in psychology or sociology. Students should be aware of rapidly increasing opportunities for those who combine such a major program with a working knowledge of Spanish.

•**TEACHING.** Teacher preparation programs at Monmouth meet the

professional education requirements of the Illinois State Teacher Certification Board. The programs provide students who are preparing to teach in elementary and secondary schools with opportunities to develop the skills and behaviors needed to become effective teachers. Students interested in teaching as a career should pursue programs of study that take into account their subject interests, their aptitudes, and their desire to qualify for a particular teaching role. The Urban Education program of the Associated Colleges of the Midwest offers unusual opportunities to Monmouth students, including a special program for those interested in bilingual education. Students may begin other programs at Monmouth and complete them in graduate school. Detailed information about specific teacher education programs may be found in the section on the Education Department.

- **VETERINARY MEDICINE.** Students interested in veterinary medicine usually major in biology. The student should check the Veterinary Medical School Admission Requirements in the United States and Canada. The faculty advisor will help with academic planning.

ACADEMIC PROGRAM

THE MONMOUTH PLAN

■ **The Semester Calendar.** The academic year at Monmouth is organized into two semesters. In each semester, students ordinarily take 15 to 16 credits. The first semester begins in late August, ending before the Christmas holidays. The second semester begins in the middle of January, ending in early May. Depending on the credit value of each course, students might anticipate taking between four and six courses each semester.

Most courses meet for three 50-minute periods or two 75-minute periods a week, with laboratory or studio courses having additional sessions. Individual courses are worth one to five semester hours.

The requirements for the degree are four years of academic work in which the student earns at least 124 semester hours of credit. An average of C (2.00) or higher must be obtained in course work at Monmouth College. Candidates for the degree must complete a major, earning a grade of C or higher in each major course. All general education requirements must be fulfilled. The senior year residency requirement stipulates that the last 31 semester hours required for the degree must be credits granted by Monmouth College.

■ **The Monmouth Curriculum.** The program of study at Monmouth College is a distinctive answer to questions that critics of higher education have increasingly urged upon America's colleges and universities: What form of undergraduate education best prepares people to live in a rapidly changing world? How can we provide students with marketable skills and at the same

time propose the continuing values of liberal education? How can the specific interests of the individual be balanced by the larger concerns of humanity?

Reaffirming Monmouth's commitment to the best traditions of American collegiate education, the curriculum adopted by the faculty in 1981 comprises four elements: the freshman seminar, the required components in general education, the student's major program, and elective courses. While each of these elements has its specific purpose, together they create a four-year framework for liberal education. The required elements provide a structure to guide students toward the essential goals of liberal education. At the same time, other elements permit students to make advised choices among appropriate alternatives.

The curriculum sets up creative interchanges between general requirements and specific interests, as well as between the largest commitments of the College and the particular emphases of individual courses. The liberalizing processes are realized through these exchanges over the four years of study. The general education sequence provides the larger context of knowledge and human experience, raises questions of meaning and value, and provides a basis for judging the purposes and methods of particular disciplines. On the other hand, work in a single area of interest permits a student to develop special skills and to use the methodology of the discipline for inquiry in depth; it teaches students to handle the detailed information of specialized study and to apply understanding to their specific purposes.

• **THE FRESHMAN SEMINAR.** The seminar, taken by all freshmen in their

first semester, addresses the purposes of liberal and collegiate education. It helps freshmen to integrate themselves into the life of the College and to develop those skills essential to college work: critically reading a text, writing papers, using the library, thinking analytically, and communicating ideas orally. As a foundation course for the general education program, the seminar raises basic questions about human beings and their achievements, values, and purposes—questions the student will encounter again and again, in one form or another, both in the College and outside it.

Twelve students meet four times a week with a faculty seminar leader, and all seminar groups meet together on Wednesday at 10 a.m. for a colloquium, lecture, or other presentation. Students earn four semester hours of credit for the seminar.

•**DEPARTMENTAL MAJOR.** To bring coherence to their course work, students eventually organize their academic program about their special interest, the major study. Sometimes the major is directly linked to the career the student intends to follow, but often it is not. A major program is a comprehensive examination of a particular discipline or topic, a rigorous study in depth that leads the student to understand what is necessary to claim knowledge of or competence in a subject.

Students may take a major program in a single discipline, fulfilling the requirements set by the department. The departmental major provides an appropriate culminating experience during the senior year: a special seminar, a thesis, or an independent study project.

Each department publishes a description of the purposes and scope of the major program in its discipline(s), identifying the courses that are required. No more than 40 semester hours may be required in a discipline. Students may take additional courses in the department as electives, but they may count no more than 50 semester hours in a single department toward the 124 semester hours required for the degree. (The

Curriculum Committee can recommend exceptions to the faculty.)

•**TOPICAL MAJOR.** The topical major provides a unique opportunity for the student who wants to pursue in depth an interest area that bridges the subject area of several departments. The student's advisor plays an important role in helping to plan a topical major.

The topical major consists of at least 36 semester hours, 18 of them at the 300 or 400 level. One of these courses must be designated as the culminating experience. The Admissions and Academic Status Committee must approve the proposed courses and formally appoint the advisor who will guide the student. Requests for approval must be filed at least one year before the student's graduation.

•**FREE ELECTIVES.** The Monmouth curriculum provides students with 10 to 14 elective courses, depending upon the scope of their major program. Electives provide opportunities for enrichment and experimentation. A student may choose to take additional courses in the major department (up to the limit of 50 semester hours), to develop a minor, or to enhance the work of the general education program.

•**GENERAL EDUCATION COMPONENTS.** The titles of the components of the general education program direct students' attention toward the lasting concerns of educated men and women, interests that go beyond the college years and academic institutions. General education is more than a simple call for breadth or for diversifying in many academic departments. It is a purposeful inquiry into those activities, forms, and institutions that define civilization and those experiences that define our shared humanity. General education is intended to help students look beyond individual courses and disciplines to those topics that should interest them for a lifetime.

The Monmouth curriculum identifies the largest elements of the College's academic interests as the five components of the general education program. Each component intentionally

crosses the traditional lines of the academic divisions, arguing implicitly that these concerns cannot be contained within the disciplines. Each proposes that a synthesis of the disciplines is necessary if knowledge is to serve the largest human interests.

The general education program, which accounts for 45 of the 124 semester hours required for graduation, is organized so that the student is enrolled in at least one component each year. The components called *Language* and *Systems of Thought and Belief* are required respectively in the freshman and senior years. The other three components may be distributed to suit the student's schedule, provided that other conditions are met.

Language. The creation and use of language is the most significant achievement of human beings, for our ability to organize our understanding in verbal symbols and to communicate sets us apart from all other life forms. The symbols of our language make communication possible at many different levels of meaning and allow us to translate our private experience into universal terms. Our native language admits us to the experience of all who use and have used it. It is the medium that bears the largest part of our cultural heritage from one generation to another. A sure understanding of language is the foundation of all knowledge, and the ability to use verbal symbols effectively is the most important of all skills.

At its deepest levels, language communicates in metaphorical terms, conveying feelings and intuitions that cannot be expressed in direct, literal language. Beyond examining the oral and written uses of language as explicit forms of communication, then, the study of language also entails considering the symbolic uses of words to express more than literal meanings, to create particular effects, or to influence the reader or listener in certain ways.

This component provides that every student have experience with a second language. The study of a foreign language allows students to see that their

native language often reflects cultural needs and interests at the same time that it shares many basic patterns with other languages.

No element of this component is considered complete in itself. Even together they are only an introduction to what must be a continuing activity for all students: the effort to attain a more sophisticated understanding of language and ever greater skill in its use. For it is language which nearly completely defines our intellectual world and our common human experience.

The requirements in this component are (a) one course in speech (unless exempted by prior study) that deals with communication theory and provides practice in spoken English, taken in the freshman year; (b) one course, Composition and Literature (English 110), that deals with the metaphorical use of language and provides experience in writing, taken in the freshman year; and (c) competence in a foreign language at the level of the 102 course. The Classics and Modern Foreign Languages departments place or exempt students on the basis of competence demonstrated in prior study and/or a test administered during new student orientation. International students whose native language is other than English are not required to take the two-term foreign language sequence. English is considered their second language. International students are exempt from the foreign language requirement but do not receive credit toward graduation. Students who experience scheduling difficulty may postpone one or both units in a foreign language until the sophomore year.

Students whose lack of competence in writing is apparent to the Department of English may be asked to participate in the Learning Skills Program during the first semester. Others who need assistance with writing assignments are referred to the Writing Center for individual help.

The Physical Universe and Its Life Forms. Human beings are part of nature even while they transcend it by examining and describing it and by

imagining very different worlds. Any statement about human beings that ignores their relationship to the rest of nature is incomplete and misleading. The natural world is usually dealt with as though it could be divided into two parts: the physical universe and living things. That division, convenient but arbitrary, is useful because the differences between the two seem obvious. Yet living things are an integral part of the physical universe, made of the same stuff and obedient to the same laws. Humankind shares with all other living things the limitations imposed by natural laws, but human beings, having learned how to manipulate nature, have responsibilities not shared by other life forms.

In this component, students become sufficiently acquainted with the workings of the biological and physical worlds to understand the place of human beings in nature and their dependence on both the physical universe and the rest of the living world. They see the fragility of planet Earth and the living things upon it, and they perceive their responsibility to preserve and conserve these two worlds. Students also gain a working knowledge of the philosophy and methods of scientists as well as an appreciation of the limits of science and its mechanistic view of the natural world.

The requirements in this component are two courses, preferably taken before the end of the junior year: (a) one course with laboratory in chemistry, geology, or physics; and (b) one unit course with laboratory in biology or psychology.

Beauty and Meaning in Works of Art. Works of art—achievements of the creative imagination in literature, music, art, and theater—are among the supreme accomplishments of the human spirit. Other components of the general education program emphasize human beings in the group; here the central interest is the creations of individuals. Yet that interest is tempered by the recognition that great works of art seem

to evoke a universal response.

Human beings have found in the arts ways to comprehend their world and to celebrate their creativity, to shape and give order to their experience of life, to express their most private feelings, and to affirm their sense of a universal human community. The arts transmit the wealth of the past to contemporary civilization and give promise of transmitting to the future the best of the present.

To value the arts fully, students should learn their appreciation and participate in their creation. In this component the study of great examples of a particular art form is balanced by creative work: writing, painting, composing, playing, or making.

The requirements in this component are six semester hours, preferably taken before the end of the junior year: (a) three semester hours emphasizing appreciation; and (b) three semester hours emphasizing participation in the creative process.

Human Societies. Humans are social beings, our lives and ideas considerably shaped by society and its institutions. Formative influences come to us from our immediate contact with others (our family and friends), from our experiences in institutions and organizations (schools, corporations, churches, and government), and from that large, subtle, pervasive set of ways of thinking and doing we call culture. Society shapes us in ways we may not suspect; the range of influences is immense. It may affect our attitudes of trust and mistrust, of optimism or pessimism; it may influence our sense of community or individual identity and provide the store of ideas within which we do our thinking.

Just as we need to understand the dimensions and characteristics of our own contemporary society, so we need a historical and extranational perspective on ourselves. Studying the history of our society enables us to see how we became what we are and how events and developments in the past have shaped

our present. Similarly, the study of a society outside our Western frame of reference helps us look critically upon assumptions we might otherwise never challenge and enhances our own cultural experience.

The requirements in this sequence are three sophomore- or junior-level courses, preferably taken before the end of the junior year: (a) one course dealing with historical society; (b) one course dealing with contemporary society, that is, with questions on a national or international scale; and (c) one course dealing with alternate cultures. International students from a non-Western culture are exempt from the non-Western *Human Societies* requirement.

Students are exempted by the Registrar from one term course for each term they are enrolled in an off-campus program.

Systems of Thought and Belief. In this component, the capstone of the general education program, students engage in a critical review of some of the answers that thinkers and visionaries have given to the great questions encountered in the freshman seminar and expanded upon in other components—questions about values, goals, purpose, and meaning. Some form of thinking and believing is, of course, involved in all courses. Here a more direct and self-conscious way is called for: a critical examination of deeper, less obvious levels of systematic thinking. Here students examine the assumptions that underlie different ways of looking at life, various ideas about life's meaning, the methods of thought appropriate to particular systems, the different kinds of experience open to human beings, and various definitions of the good life.

Courses in this component focus on questions about man's relationship to nature, to institutions, and to God or the gods. They examine those experiences and insights that seem to cast light on whether there is direction and purpose to human life in ways that are sensitive to levels of experience that are not easily expressed.

The requirement in this component is one course taken in the senior year.

■ **Requirements for the Degree.** In summary form, these are the requirements for the degree:

1. Four years of academic work in which the student earns at least 124 semester hours of credit. An average of C (2.00) or higher must be obtained in course work taken at Monmouth College. The senior year residency requirement stipulates that the last 31 credits required for the degree must be credits granted by Monmouth College.

2. Completion of the freshman seminar with a passing grade.

3. Completion of a major program with at least a C in every course counted toward the major.

4. Completion of the five components of the general education program: *Language, The Physical Universe and Its Life Forms, Beauty and Meaning in Works of Art, Human Societies, and Systems of Thought and Belief.*

■ **Application for Degree.** Candidates for the Bachelor of Arts degree must make formal application to the Registrar one year in advance of their expected graduation.

■ **General Education Courses.** Courses that satisfy the requirements of the general education program are designated by the faculty. In addition to the courses listed, some courses that vary in content satisfy requirements when particular topics are offered. Such courses are listed in semester course schedules.

• **LANGUAGE.**

(a) One course in speech that deals with communication theory and provides practice in spoken English, taken in the freshman year: Speech Communication and Theater Arts 101. Fundamentals of Speech Communication.

(b) One course that deals with the metaphorical use of language and provides experience in writing, taken in the freshman year: English 110, Composition and Literature.

(c) Competence in a foreign language at the level of the 102 course, in the freshman or sophomore year: French 101-102. Elementary.

German 101-102. Elementary.
Greek 101-102. Elementary.
or Greek 101-212, Elementary-Biblical.
Latin 101-102. Elementary.
Spanish 101-102. Elementary.

•**THE PHYSICAL UNIVERSE AND ITS LIFE FORMS.** Two courses taken before the end of the junior year.

(a) One course with laboratory in chemistry, geology, or physics:

Chemistry 100. Chemistry: A Cultural Approach.

Chemistry 120. General Chemistry.
(Satisfies requirement of Biology, Chemistry, and Health Career majors who complete Chemistry 210, 220 and Nursing students who complete Chemistry 210.)

Geology 101. Physical Geology.

Geology 103. Physical Geography.

Geology 205. Oceanography.

Physics 103. Astronomy.

Physics 130. Introduction to Physics I.

Physics 132. Introduction to Physics II.

(b) One course with laboratory in biology or psychology:

Biology 101. Life on Earth.

Biology 111. General Zoology.
(Satisfies requirement for Biology and Health Career majors only.)

Biology 112. General Botany.
(Satisfies requirement for Biology majors only.)

Psychology 101. Introduction to Psychology.

•**BEAUTY AND MEANING IN WORKS OF ART.** Six semester hours taken before the end of the junior year.

(a) One course emphasizing appreciation and interpretation:

Art 200. Introduction to the History of Art: Prehistoric Through Medieval.

Art 201. Art History Survey: Renaissance Through Modern.

Classics 210. Ancient Literature.

Classics 230. Classical Gods and Heroes.

English 240. Russian Literature of the 19th Century.

History 206. The Enlightenment.

History 207. Modernism.

History 208. 19th Century Arts and Letters.

History 209. Soviet Cultural History.

Music 101. Introduction to Music.

Music 203. Evolution of Jazz.

Philosophy 315. Aesthetics.

Religion 225. Symbol, Metaphor, and Story in Religious Reflection.

Speech Communication and Theater Arts

110. Introduction to the Theater.

(b) Three semester hours emphasizing participation in the creative process:

Art 120. Drawing I.

Art 122. Sculpture I.

Art 124. Ceramics I.

Art 141. Painting I.

Art 211. Design.

Art 236. Photography.

English 210. Creative Writing.

Music 131. Jazz Band.

Music 132. Vocal Jazz.

Music 133. Sound of Five: Vocal.

Music 134. Sound of Five: Instrumental.

Music 141/142. Organ.

Music 145/146. Piano.

Music 151/152. Voice.

Music 153/154. Strings Fretted.

Music 155/156. Strings:

Violin/Viola/Cello.

Music 161/162. Woodwinds.

Music 165/166. Brass.

Music 171/172. Percussion.

Music 181. Vocal Chamber Music.

Music 182. Instrumental Chamber Music.

Music 184. Concert Choir.

Music 185. Wind Ensemble.

Music 186. Highlanders.

Speech Communication and Theater Arts

111. Introduction to Technical Theater.

Speech Communication and Theater Arts

113. Speech Communication/Theater Arts: Theater Arts.

Speech Communication and Theater Arts

212. Beginning Acting.

•**HUMAN SOCIETIES.** Two or three courses at the sophomore or junior level taken before the end of the junior year. Some courses fulfill two areas.

(a) One course dealing with contemporary society or questions on a national or international scale:

Business Administration 111. Industry Analysis.

Economics 120. Contemporary Economic Problems.

Economics 200. Principles of Economics.
 Government 103. American Politics.
 (Satisfies requirement for Education
 majors only.)
 Government 106. International Relations.
 Government 202. Modern Japan.
 Government 236. The Soviet Union.
 Government 245. The Politics of
 Developing Nations.
 History 202. Modern Japan.
 History 236. The Soviet Union.
 Psychology 340. Personality.
 Religious Studies 205. Catholic Theory
 and Practice.
 Religious Studies 206. Religious
 Perspectives on Moral Issues.
 Sociology 327. Sociology of Medicine.
 Sociology 341. Urban Sociology.
 Sociology 347. Minorities.
 Speech Communication and Theater Arts
 221. Mass Media and Modern Society.
 (b) One course dealing with historical
 society:
 Business Administration 110. Evolution of
 Commercial Institutions.
 Classics 211. History of Greece.
 Classics 212. History of Rome.
 Classics 240. Ancient Society.
 History 111. U.S. History.
 (Satisfies requirement for Education
 majors only.)
 History 211. History of Greece.
 History 212. History of Rome.
 History 222. Medieval History.
 History 223. The Renaissance.
 History 240. Ancient Society.
 History 301. History of China.
 History 302. History of the Middle East.
 History 303. History of India and
 South Asia.
 History 304. History of Sub-Sahara Africa.
 History 305. History of Mexico.
 Religious Studies 101. Hebrew Scripture.
 Religious Studies 201. Paul and the Early
 Church.
 Religious Studies 203. Christianity: Three
 Traditions.
 (c) One course dealing with an alternate
 culture:
 Art 304. Asian Art and Culture.
 Classics 240. Ancient Society.
 Economics 351. Comparative Economic
 Systems.
 Government 202. Modern Japan.

Government 236. The Soviet Union.
 Government 245. The Politics of
 Developing Nations.
 History 202. Modern Japan.
 History 236. The Soviet Union.
 History 240. Ancient Society.
 History 301. History of China.
 History 302. History of the Middle East.
 History 303. History of India and
 South Asia.
 History 304. History of Sub-Sahara Africa.
 History 305. History of Mexico.
 Religious Studies 210. Judaism and Islam.
 Religious Studies 322. Religions of China
 and Japan.
 Religious Studies 324. Religions of
 Southeast Asia.

•**SYSTEMS OF THOUGHT AND
 BELIEF** One course taken in the senior
 year:
 SYTB 400. Great Themes of the Bible.
 SYTB 401. A Christian View of Human
 Nature.
 SYTB 402. Classical Mythology and
 Religion.
 SYTB 404. Greek Philosophy.
 SYTB 406. Medieval Philosophy.
 SYTB 434. War and Peace.
 SYTB 435. Introduction to Political
 Philosophy.
 SYTB 436. Poetics of the Self.
 SYTB 437. The New Individual.
 SYTB 438. Modern Philosophy.
 SYTB 440. Feminism and
 Communication.
 SYTB 444. The Politics of Islam.
 SYTB 468. The Arts in Society.
 SYTB 470. Biotechnology and Its Human
 Values.
 SYTB 471. Ecology of Overpopulation.
 SYTB 472. Fiction and Industrial Society.
 SYTB 473. The Literature of Feminism.
 SYTB 474. Christianity and Its Critics.
 SYTB 476. Ethics.
 SYTB 477. Energy Resources.

ACADEMIC POLICIES

**■Advanced Standing and Early
 Graduation.** While the Monmouth
 curriculum is a carefully designed
 program intended to occupy students
 fully for four years, some exceptionally

well-prepared students may seek early graduation in order to pursue other educational opportunities. Such students may obtain approval for a program of work that will allow them to earn the degree in fewer than eight semesters. A student who wishes to graduate early must propose a program to the Curriculum Committee at least one year before the proposed graduation date and show that he or she will accomplish not only a minimum credit count but will also satisfy the requirements of the curriculum in an exemplary fashion. A proposal for early graduation may include credit for work done in the Advanced Placement Program (APP), in the College Level Examination Program (CLEP) of the College Board, or in summer school. Monmouth College grants advanced placement and awards credit for all APP work that receives a grade of 3 or better in disciplines offered in the Monmouth curriculum.

Students who seek advanced placement or credit on the basis of APP or CLEP examinations should consult the Dean of the College. Placement or credit can be granted with the Dean's approval when recommended by the student's faculty advisor and the department concerned. Placement without credit may be granted on the basis of a test administered by a department.

■**Credit by Examination.** A student in good academic standing may earn credit in a course, but no grades, by satisfactory performance on an examination which is administered by the department concerned and is sufficiently comprehensive to prove mastery of the course. Such an examination may require a written part, an oral part, a term paper, and a laboratory experience. Performance at the C level shall be the minimum acceptable; however, the individual departments may set higher standards. A student may not earn credit by examination for any course for which credit has already been earned. A maximum of five credits per semester can be earned through credit by examination.

Prior to taking such an examination, a student must secure the written approval of the advisor, the chair of the department, the instructor who will administer the examination, and the Dean of the College. The student shall be advised of the score of the examination and whether the department requires minimum performance of a higher level than C.

The fee is one-half the charge assessed per semester credit.

■**Enrollment in an Overload.** A student may register for an overload of 19 or 20 semester hours upon approval of the advisor. A student in the first semester of residence or on probation must also have the approval of the Admissions and Academic Status Committee.

A student wishing to register for more than 20 semester hours must have the approval of the Admissions and Academic Status Committee.

■**Class Attendance.** Monmouth College expects students to attend class and holds them responsible for all work assigned in a course. Faculty members set their own specific attendance policies which are described in their syllabi.

When, in the instructor's judgment, a student has excessive absences, he/she may place the student on a "No Cut" status and require that all further absences be explained or excused. The instructor will notify the student's academic advisor and the Dean of the College that the student has been placed on "No-Cut." Students who continue to miss classes after being placed on this status may be dismissed from the course with an F.

A student will be dropped from a course if: he/she misses the first two class meetings, the course has a limited enrollment, and the instructor requests that the student be withdrawn. The student will not be dropped if he/she previously indicates to the Registrar that the place be held and the reason given represents a valid necessity.

■**Registration.** Students must register at the scheduled time for all courses for which they seek credit. They must assume responsibility for being properly enrolled in each course. Details of the registration process are sent to students in a timely fashion by the Registrar's Office. (New students select courses during the summer registration period.) Courses are selected in consultation with the student's faculty advisor. All changes in registration require the written permission of the course instructors involved and the student's advisor. A fee is charged for each course change made after the first week of classes. No student may add a course after the first week of classes. A course cannot be dropped after the ninth week without the permission of the Dean of the College.

■**The Grading System.** The grading system at Monmouth uses these symbols: A, B+, B, C+, C, D+, D, and F. Other symbols used in appropriate circumstances are W (Withdrawn Passing), WF (Withdrawn Failing), I (Incomplete), IP (In Progress), CR (Credit), NC (No Credit), AU (Audited course), and NAU (Audited course not fulfilled).

•THE W (WITHDRAWN PASSING) is used when a student withdraws from a course before the end of the ninth week. To withdraw from a course after the first week, a student must have the consent of the instructor of the course and the advisor. A student cannot withdraw from a course after the ninth week of classes except for illness or other circumstances beyond his or her control. The approval of the Dean of the College is necessary. If the student is permitted to withdraw after the ninth week, the instructor reports W (Withdrawn Passing) or WF (Withdrawn Failing).

•THE I (INCOMPLETE) may be given when a situation arises that is beyond the student's control and which precludes completion of required work or if the instructor needs further time for evaluation.

For an incomplete grade received during the fall semester or summer

session, the student will ordinarily complete the work by the end of the second week of the following semester. For an incomplete grade received during the spring semester, the student will ordinarily have a period of three weeks, commencing immediately after the last College examination day, to complete the required work.

If the work is not completed at the end of the designated time, the Registrar will consult with the instructor as to the disposition of the grade (normally conversion to an "F" grade).

It is generally the responsibility of the student to take the initiative in requesting the incomplete grade and making arrangements with the instructor for its removal.

•THE IP (IN PROGRESS) is appropriate for those courses in which the work may not normally be completed in one semester (seminar, individualized study, research, etc.). However, it is expected that the work will be completed in the subsequent semester.

If, at the end of the semester subsequent to the one in which the work began, the course requirements are not completed, the Registrar will consult with the instructor as to the disposition of the grade (normally conversion to an "F" grade).

•CR (CREDIT) and NC (NO CREDIT) are the marks recorded for courses in which traditional grades (A, B, and so forth) are not awarded. Such courses are noted in the Catalog.

■**Grade-Point Average.** For the purpose of computing a student's average, A is given a value of four points, B+ 3.5, B three, C+ 2.5, C two, D+ 1.5, D one, and F zero. The average is determined by dividing the number of points earned during the semester by the number of graded credits carried. The cumulative grade-point average is the total of all grade points earned divided by the total number of graded credits taken. Courses transferred from other institutions are not included in the grade-point average. Only courses for which final letter grades have been

recorded are included in the grade-point average.

■**Repeating a Course.** Repeating a course eliminates the grade and credit previously earned and substitutes for it the current grade and credit earned in the calculation of the grade-point average. Both the earlier and the later grades continue to be shown on the transcript. Students who wish to repeat a course they have previously taken must file the appropriate form with the Registrar's Office and the Financial Aid Office.

■**Appeals and Petitions.** A student has the right of appeal on any academic regulation. A student wishing to appeal a grade should first consult the instructor awarding the grade, then the chair of the department. Further appeal can be made by petitioning the Dean of the College, who may act or send the petition to the appropriate faculty committee for its consideration. Forms for such appeals are available in the Registrar's Office.

■**Academic Honors.**

•**COLLEGE HONORS AT GRADUATION.** College Honors celebrate overall academic achievement. Students with a cumulative grade-point average of 3.50 or higher are graduated *cum laude*, with 3.75 or higher *magna cum laude*, and with 3.90 or higher *summa cum laude*.

•**HONOR SCHOLARS.** Students who successfully complete the Honors Program will be recognized at Commencement; this status will also be noted on transcripts.

•**DEPARTMENTAL HONORS.** Departmental Honors at graduation are based on superior performance in the culminating experience of the major department, provided that the student has a grade-point average of 3.50 or higher in courses taken toward the major in that department. The department may establish additional requirements.

•**ELIGIBILITY FOR DEAN'S LIST.** At the end of each semester, students enrolled full time who earn a grade-point average

of 3.67 or higher are named to the Dean's List.

•**ELIGIBILITY FOR HONOR ROLL.** At the end of each semester, students enrolled full time who earn a grade-point average of 3.50 or higher are named to the Honor Roll.

■**Academic Status.**

•**CLASSIFICATION.** A full-time student is any student officially enrolled for 12 or more credits per semester. Part-time students are classified as follows: A half-time student is any student enrolled for fewer than 12 but not fewer than six credits per semester. A student who is less than half-time is one officially enrolled for fewer than six credits per semester. Official enrollment is defined as the credits for which a student is registered at the end of the period for adding a course.

All students are classified at the beginning of the fall semester on the number of credits earned: freshman, fewer than 31 credits; sophomore, 31 but fewer than 62 credits; junior, 62 but fewer than 93 credits; and senior, 93 or more credits.

•**PROBATION AND SUSPENSION.** Degree-seeking students must achieve acceptable progress toward their degree as shown on the following table. This table indicates that student is required to accumulate course credits and attain a cumulative grade-point average based on the number of completed semesters enrolled as a full-time student. Part-time students are expected to complete course work at a rate proportional to that shown for full-time students.

Semes- ters	Year in Residence	Credits Earned	Cumulative G.P.A.
1	First	12	1.60
2	First	24	1.80
3	Second	36	1.90
4	Second	52	2.00
5	Third	67	2.00
6	Third	82	2.00
7	Fourth	95	2.00
8	Fourth	110	2.00
9	Fifth	124	2.00

Non-degree-seeking students need not complete course work as shown above

but must maintain the cumulative grade-point average of 1.60 prior to completion of their first 24 credits, 1.80 after 24 credits but prior to completion of their first 52 credits, and 2.00 thereafter. Transfer students will be treated as if they had completed the number of semesters at Monmouth as indicated above equivalent to the number of credits accepted for transfer. For example, transfer students admitted with 62 credits will be treated as if they were 5th semester Monmouth students (since 67 credits are the number of credits required for good standing at the end of semester five).

A student who does not meet the standards set forth above will be placed on probation upon recommendation of the Admissions and Academic Status Committee. This committee reviews student records and evaluates progress toward degree in relation to the grade-point averages at the end of each semester. Once each year following Commencement, the committee evaluates student progress toward degree in relation to the number of credits earned. When a student is placed on academic probation either for failing to meet grade-point standards or for failing to attain the required number of course credits, that student will be suspended if probation status continues for more than two consecutive semesters. Suspension is normally for one academic year.

Academic probation is a warning status. Monmouth College believes that it is necessary and just to warn students with a pattern of low grades or slow accumulation of course credits that their performance, if continued, will not qualify them for graduation. For each semester a student is placed on probation, the Admissions and Academic Status Committee will normally recommend to the Dean of the College conditions the student will be expected to meet by the end of the next semester. The purpose of these conditions is to develop the best course of action so that each student will be able to make adequate progress toward degree. These conditions may include programs to

develop academic skills, reductions in extracurricular activities, and academic or personal counseling. Students placed on academic probation, in consultation with their advisors, will develop a plan outlining the manner in which they will attempt to remove themselves from probation. This plan will be submitted to the Dean of the College and the Admissions and Academic Status Committee.

Suspension is not normally recommended before the end of the first year. However, the committee may at any time vote to suspend a student when it is evident that the student is not serious in seeking an education at Monmouth College or when the student's academic performance or other behavior has become disruptive to the academic mission of the College.

The College seeks by these procedures to demonstrate its concern for the individual student as well as for a campus atmosphere conducive to serious academic effort. While wishing to help students recover from disappointing academic performances, the College will not encourage a student to stay who seems unlikely to benefit by remaining on campus.

•**READMISSION.** Any student suspended for academic reasons may request readmission by writing to the Dean of Admission. The letter should indicate the student's activities since suspension and the student's reasons for believing that readmission should be granted. Evidence that the student can perform acceptably in the academic program is important. The Admissions and Academic Status Committee will recommend a course of action to the Dean of the College concerning students suspended for academic reasons. The decision to readmit a student is made by the Dean of the College.

■**Transfer of Credits.** A course taken at another accredited institution is transferred provided that a grade of C or higher was received and that the course is acceptable at Monmouth College. No more than 31 transfer credits will be

allowed after matriculation and no student will be allowed to exceed 62 total transfer credits. Grades of transferred courses are not included in calculating grade-point averages. For students enrolled at Monmouth College, the written approval of the Registrar and the advisor is required in advance if courses are to be taken at another institution for transfer credit. The transfer of credits is not complete until the Registrar receives an official transcript from the institution at which the work was taken. Work that is being transferred is not considered in determining a student's academic status until the transcript is received.

■**Junior-College Transfers.** A junior-college graduate who has been admitted to Monmouth College with the Associate of Arts or Associate of Science degree may be admitted with junior standing (that is, with a maximum of 62 semester hours of transfer credit). The Registrar determines which transferred courses satisfy the degree requirements of Monmouth College.

■**Disciplinary Suspension and Expulsion.** A student suspended for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to suspension. Suspension for disciplinary reasons shall be for not less than the remainder of the academic semester in which the action was taken and not more than one academic year. Students may apply for readmission upon the completion of the semester of suspension.

A student who is expelled for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to expulsion. Students expelled for disciplinary reasons may not enroll at the College again.

Disciplinary suspension and expulsion shall be recorded on the academic record. When suspended or expelled from the College, a student may not be eligible for a refund.

■**Academic Dishonesty.** Academic dishonesty may result not only in failure in the course, but in suspension or dismissal from the College. Incidents of academic dishonesty will be reported to the Dean of the College.

■**Auditing a Course.** To encourage students to broaden their educational experience as much as possible, Monmouth College offers students the opportunity to audit courses. Auditing means attending lecture sessions but not writing papers, participating in laboratory work, or taking exams. While the student receives no academic credit, if attendance has been satisfactory, AU will be recorded on the student's permanent transcript.

Full-time students may audit courses without charge, if there is space available at the conclusion of enrollment. Part-time students will be charged an audit fee.

Students may change the audit credit to academic credit during the first week of classes; academic credit may be changed to audit credit prior to the last six weeks of the semester. Students may later repeat an audited course for academic credit.

■**Course Syllabi.** Each instructor provides a syllabus (or assignment sheet) for each course so that students may better understand the course goals and their responsibilities in reaching these goals. This syllabus is given to the students at the first meeting of the class. This syllabus should include:

1. topics proposed to be covered in the course,
2. the approximate time when specific materials are proposed to be covered, examinations taken, and papers or projects completed,
3. the basis on which grades are determined and other relevant information regarding the course,
4. the means by which any major change in the syllabus would be announced.

■ **Final Examinations.** The final examination period is considered to be a regular part of the academic semester. It is expected that instructors will administer final examinations in all regularly scheduled courses with the exception of independent studies. Each final examination must be given during its assigned examination period. In those infrequent cases of courses where traditional examination procedures do not appear applicable or practical, the instructor is expected to use the scheduled examination period as a scheduled class period for the semester.

■ **Convocations.** The academic program of the College is supported by a weekly convocation program. Six to 10 times a semester, at 10 a.m. on Wednesday, all other academic activities, including classes, are suspended and faculty, students, and other members of the College community gather in the Auditorium to hear an address by a guest speaker. The first convocation in the fall semester is a Matriculation Ceremony initiating freshmen into the College. Every May there is an Honors Convocation to recognize students for outstanding academic achievements.

COURSES OF INSTRUCTION

ART

■ **Art Major.** The major program in art requires at least 36 semester hours in the Department of Art. The major in art consists of Art 120; 122 or 124; 141 or 143; 200; 201; 240; six credits from Art 211, 236, 241, 242, or 244; 302; six credits from Art 304, 320, 361, or 420; 450.

■ **Art Minor.** A minor in art consists of at least 21 semester hours. The minor in art consists of Art 120; three credits from Art 122, 124, 141, or 143; 200; 201; six credits from Art 211, 236, 240, 241, 242, 243, or 244; 361.

■ **Teacher Certification.** Students interested in certification to teach art at the secondary level are required to take Art 341. The department encourages such students to take Art 124, 211. Additional requirements for teacher certification in elementary and secondary art are detailed in the section on the Education Department.

120G. Drawing I. A study of composition (the organization of space and shapes) and materials (pencil, charcoal, and ink). Landscape, still life, and the human figure are emphasized as subjects. (Three credits.)

122G. Sculpture I. A study of three-dimensional form in clay, plaster, cast or welded metal, and wood. Problems in space, mass, and surface are emphasized in addition to various techniques. Written assignments concerning problems in sculpture are given. (Three Credits.)

124G. Ceramics I. An introduction to forming and firing handbuilt and wheelthrown clay. Emphasizes the

development of sensitivity to materials and processes and the acquisition of technical skills. Students complete projects covering fundamental forms and methods of building and glazing and gain a basic theoretical knowledge of clays, glazes, kilns, and firing. (Three credits.)

141G. Painting I. An introduction to the terms, media, and techniques of painting with special attention to color and composition. The variety of expression and style is explored. (Three credits.)

143. Printmaking I. A study of the basic processes of relief printmaking and etching that emphasizes the techniques and intrinsic properties of the print media as an art form. Prerequisite: Art 120 or consent of the instructor. (Three credits.)

200G. Introduction to the History of Art: Prehistoric Through Medieval. A chronological study of major works of art from prehistory through the Gothic period. Certain monuments are considered in their cultural context to gain a more complete understanding of works of art and the particular times and places in which they were produced. Includes lecture-discussion sessions, readings from the text and from works on reserve in the library, and a short research paper. (Three credits.)

201G. Introduction to the History of Art: Renaissance through Modern. A chronological study of significant works of art from the Renaissance through the 20th century. Certain monuments are examined in their context to gain a more complete understanding of how art reflects the particular time and place in which it is produced. (Three credits.)

211G. Design. Fundamental elements and principles of two- and three-dimensional design are covered in projects that emphasize visual communication. (Three credits.)

236G. Photography. A study of the basic operation of the camera, film processing, and printing. Includes lectures and readings on the history of photography. Several kinds of photographic images are produced, including double printing and serial imagery or cliché verre. (Three credits.)

240. Drawing II. A continuation of Art 120 with increased emphasis on the skills and problems of the individual student. (Three credits.)

241. Painting II. A continuation of Art 141 with increased emphasis on the skills and ideas of the individual student. (Three credits.)

242. Sculpture II. A continuation of Art 122 with more attention to the individual student's special needs and interests. (Three credits.)

243. Printmaking II. A continuation of Art 143, including additional printmaking processes such as photoetching, color viscosity printing, and other color processes. Includes increased emphasis on the skills and ideas of individual students. (Three credits.)

244. Ceramics II. A continuation of Art 124 in which the student attempts more complex forms. A concerted effort is made to focus on the student's personal response to clay, glaze, and firing by mixing clay, preparing glazes, and loading and operating kilns. (Three credits.)

250. Special Topics. (Three credits.)

302. Contemporary Art. An examination of developments, major movements, and directions in art from 1900 to the present. The course emphasizes an analysis of American art beginning with the abstract

expressionists and concluding with recent trends. (Three credits.)

304G. Asian Art and Culture. The course will provide a general introduction to the most significant art forms in Asian art and will shape the general student's awareness of the cultural heritage of the Far East. (Three credits.)

320. Junior Independent Study. An individual program of research or a creative project arranged in consultation with the faculty and designed to meet the needs of the student. (Three credits.)

334. Teaching of Art in the Elementary School. A study of the objectives, content, and methods of teaching elementary-school art. Prerequisite: Education 201 or consent of instructor. (Also Education 334.) (Three credits.)

341. Secondary Art Education Methods. A study of the role of art in the schools, trends in art education, instructional strategies, and the evaluation of student work. Opportunities to observe high school art programs are provided. Corequisite or prerequisite: Education 340. (Three credits.)

361. Open Studio. An upper level studio course to provide a concentration on one medium beyond the 200 level or to explore the interrelationships of several media. May be repeated for credit. (Three credits.)

420. Senior Independent Study. An individual program of research designed in consultation with the faculty in an area of special interest to the student. (Three credits.)

450. Art Seminar. Art criticism, discussion of specialized topics, and individual creative projects. The senior art exhibition is a part of both the seminar and the art major and is the culminating experience of the art student's work. Open to senior art majors or by special permission of the faculty. (Three credits.)

BIOLOGY

The curriculum in biology offers an opportunity for students to understand the structures and processes that characterize life and to appreciate the tremendous diversity of living organisms. Course work is balanced among three scales of biological resolution: cellular, organismic, and ecological. An important component of the major is independent research which enables the student to become familiar with the process of science by investigating a specific biological problem in the laboratory or field.

Most courses are extensive rather than intensive in content, thus providing the student with considerable breadth in the biological sciences as a whole. Such training may lead to more specifically focused work in a graduate or professional program, to employment in government or industry, or to teaching at the secondary or college level. Biologists who are graduates of liberal arts colleges often offer employers a broader, more flexible outlook in approaching problems.

The department of biology occupies the fourth floor of the Haldeman-Thiessen Science Center. In addition to the comfortable classrooms and well-equipped laboratories that this building provides, the department has access to the facilities, habitats, and programs described below.

■**Ecological Field Station.** In 1969, the department of biology established the Monmouth College Ecological Field Station on the backwaters of the Mississippi River near Keithsburg, Illinois. Just 30 minutes from campus, this classroom-laboratory in the field lends particular strength to the department's instruction in field-oriented courses. It is used as well for student and faculty research. The station is equipped for year-round use and offers ready access to a variety of upland and riparian woodlands and to the river itself.

■**Prairie Plot.** Members of the biology faculty are trustees of Spring Grove

Cemetery, giving Monmouth students access to one of the finest virgin prairie plots in Illinois. The plants present in the plot remain from presettlement times. The plot therefore offers unique opportunities for research on prairie plants and soils and on the microfauna that find habitat among them.

■**Hamilton's Pond.** This healthy, freshwater environment was deeded to Monmouth College for use by the department of biology as a teaching resource. Just one block from campus, Hamilton's Pond is a rich source of invertebrate animals and aquatic plants for use in laboratories. The pond also offers opportunities for research in aquatic biology.

■**ACM Wilderness Field Station.** The Associated Colleges of the Midwest maintains a field station on the edge of the Boundary Waters Canoe Area wilderness in northern Minnesota. Each summer, the ACM administers two academic sessions at the station in which students can take course work for credit on their home campuses. Most courses are ecological in nature and emphasize familiarization with naturally occurring organisms and habitats by immersion in a wilderness setting. An extended canoe trip from the field station into Quetico Provincial Park of Canada constitutes a part of each course.

■**Biology Major.** The major in biology consists of Biology 111; 112; 200; 303; 306; 307 (or appropriate course at ACM Wilderness Field Station); 350 (to be taken for two credits); 420; 421 (or appropriate summer research experience); Chemistry 120, 210, and 220; and two courses chosen from Geology 101, 102, 205, 222, Mathematics 106, 151, Physics 130, or 132.

■**Biology Minor.** A minor in biology consists of Biology 111; 112; 200; 303; 306; and 307 (or appropriate course at ACM Wilderness Field Station).

101G. Life on Earth. A broad survey of organisms and life processes and the forces that shaped and continue to shape our ecosystem. Includes a study of history, philosophy, and the scientific method as they pertain to understanding life on planet earth. (Four credits.)

111G. General Zoology. A study of the animal kingdom that surveys major groups and investigates the structure, function, evolution, and ecology of representative forms. (Four credits.)

112G. General Botany. Introduction to the traditional plant kingdom emphasizing the algae, fungi, bryophyta, ferns, conifers, and flowering plants. The taxonomy, life cycles, growth habits, gross structures, and limited functions are studied. (Four credits.)

200. Cell Biology. Introductory study of the structure and function of living cells and their components. Prerequisites: Biology 111 or 112, Chemistry 120. (Four credits.)

201. Field Botany. A study of plant associations and the abiotic conditions that permit their development. The laboratory is concentrated at the Ecological Field Station with visits to other types of plant habitats. Prerequisite: Biology 112 or consent of the instructor. (Four credits.)

203. Comparative Vertebrate Morphology. A comparative and functional study of vertebrate anatomy from an evolutionary perspective. Prerequisite: Biology 111. (Four credits.)

204. Human Anatomy and Physiology. A systematic analysis of the structure and function of the human body. Prerequisite: Biology 111 or consent of the instructor. (Four credits.)

206. Invertebrate Zoology. A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of invertebrate animals. Representatives of the major

groups are studied in the laboratory. Prerequisite: Biology 111 or 200 or consent of the instructor. (Four credits.)

250. Special Topics. (One to four credits.)

300. Special Problems. A special course in a laboratory exercise, a field problem, or readings for the student who wishes to investigate a topic in biology beyond those normally offered. The particular problem is selected in consultation with the biology faculty. (One to three credits.)

302. Bacteriology. A general study of the bacteria emphasizing morphology, physiology, ecological relationships, and the nature of disease and its control. Consideration is also given to viruses. Laboratory sessions provide for experimental demonstration of basic concepts and for familiarization with fundamental bacteriological methods. Prerequisite: Biology 200. (Four credits.)

303. Cell Physiology. A detailed analysis of protoplasmic processes in animal, plant, and microbial cells. Prerequisites: Biology 200, Chemistry 210. (Four credits.)

306. Genetics. An introduction to the principles of heredity in animals and plants, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use both plants and animals to elucidate genetic principles. Prerequisites: Junior standing, Biology 111, 112, or 200 or consent of the instructor. (Four credits.)

307. Ecology. An introduction to the principles and concepts that describe the interactions of living organisms with their environments. Laboratory sessions involve field study of local flora and fauna and their habitats with the aim of illustrating fundamental concepts and basic ecological methodology. Prerequisites: Biology 111, 112. (Four credits.)

308. Vertebrate Embryology. A descriptive study of development and differentiation in vertebrates. Laboratory sessions emphasize detailed microscopic examination of vertebrate embryos in different developmental stages. Prerequisite: Biology 111. (Four credits.)

350. Science Seminar. An introduction to the literature of the physical and biological sciences, providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each semester. May be repeated for credit. (Four credits.)

420. Introduction to Research. An introduction to the elements of scientific research, including literature review, experimental design, data analysis, proposal preparation, and scientific writing. Students select, plan, and begin to execute a research project in consultation with biology faculty. Prerequisite: Senior standing or consent of the instructor. (Three credits.)

421. Research I.

422. Research II. An individual research project chosen by the student in consultation with the biology faculty. Includes designing and executing the research and reporting the results orally and in a formal scientific paper. Prerequisite: Senior standing or consent of biology faculty. (Three credits.)

CHEMISTRY

■**Chemistry Major.** A major in chemistry consists of Chemistry 120; 210; 220; 230; 310; 315; 320; 325; 330; 340; 350 (taken four times for a total of four credits); and 420. In addition, two semesters each of calculus and physics are required. German is the preferred foreign language for chemistry majors.

The culminating experience for chemistry majors consists of an independent study project (Chemistry 420 or 430) and four semesters of seminar (Chemistry 350).

The department requests that each major write the Undergraduate Record Examination to assist in departmental evaluation.

■**Chemistry Minor.** A minor in chemistry consists of six courses: Chemistry 120; 210; 220; 230; 310; and 315.

■**Secondary Teaching.** A chemistry major can prepare to teach chemistry at the secondary level by completing the teacher certification program outlined by the education department.

100G. Chemistry: A Cultural Approach. An introduction to various topics related to chemistry, emphasizing issues which particularly affect the general public. (Four credits.)

120G. General Chemistry. An introduction to the properties, structure, and bonding of elements and compounds. (Four credits.)

210. Organic Chemistry I. A survey of organic chemistry, including the structure and reactions of some biologically important molecules. Also includes a qualitative introduction to chemical equilibrium. Prerequisite: Chemistry 120. (Four credits.)

220. Introductory Analytical Chemistry. An introduction to thermodynamics, quantitative principles of chemical equilibrium, and quantitative analysis. Prerequisite: Chemistry 210. (Four credits.)

320. Organic Chemistry II. A study of the structure and reactivity of organic molecules, including kinetics and reaction mechanisms. Prerequisite: Chemistry 220. (Four credits.)

325. Special Topics. (One to four credits.)

330. Physical Chemistry I. Emphasizes classical chemical thermodynamics. Prerequisites: Chemistry 230, Mathematics 152, Physics 130. (Three credits.)

335. Physical Chemistry Laboratory and Report Writing. Laboratory associated with Chemistry 310 and normally taken concurrently. Lectures deal with scientific report writing and use of the literature of chemistry. Corequisite: Chemistry 310. Prerequisite: Computer Science 125. (Two credits.)

340. Physical Chemistry II. Emphasizes statistical thermodynamics, kinetics, and the theory of chemical reactions. Prerequisite: Chemistry 310. (Three credits.)

345. Integrated Laboratory. Laboratory projects employing techniques from all areas of chemistry, but emphasizing synthesis and instrumental techniques. Corequisite: Chemistry 340. (Two credits.)

350. Biochemistry. A study of the chemistry common to most living organisms. Metabolic pathways, regulation and control mechanisms, and molecular biology are stressed. Corequisite: Chemistry 310. Prerequisite: Chemistry 230. (Four credits.)

360. Advanced Analytical Chemistry. A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, electrical, and magnetic procedures are emphasized. Corequisite: Chemistry 310. (Three credits.)

350. Science Seminar. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Required of juniors and seniors majoring in chemistry. May be repeated for credit. (One credit.)

360. Advanced Physical Chemistry. Emphasizes the applications of quantum mechanics to problems of structure, bonding, and spectroscopy. Corequisite: Chemistry 310. (Three credits.)

370. Advanced Inorganic Chemistry. A study of the structure, bonding, stability, and reactivity of coordination complexes, including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Corequisite: Chemistry 310. (Three credits.)

380. Advanced Organic Chemistry. An advanced and, where possible, quantitative study of the relationship between the structure of organic species and their stability and reactivity. Corequisite: Chemistry 310. (Three credits.)

420. Independent Study. A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member. The project may be performed off campus. (One to three credits.)

430. Research. An original laboratory project chosen in consultation with the chemistry faculty. Research may be performed off campus. Prerequisite: Chemistry 310. (One to three credits.)

CLASSICS

■ **Classics Major.** A major in classics consists of a minimum of 30 semester hours, including Classics 211; 212; 230. Language proficiency at the 102 level in Latin or Greek is also required.

■ **Greek Major.** A major in Greek consists of a minimum of 30 semester hours, including 18 credits in Greek above the 100 level and Classics 211; 230.

■ **Latin Major.** A major in Latin consists of a minimum of 30 semester hours, including 21 credits in Latin above the 100 level and Classics 212; 230.

■ **Classics Minor.** A minor in classics consists of 15 semester hours in classics.

■ **Greek Minor.** A minor in Greek consists of 15 semester hours, including nine credit hours above the 100 level.

■ **Latin Minor.** A minor in Latin consists of 15 semester hours, including nine credit hours above the 100 level.

The Classics and Education departments cooperate in offering a program, approved by the Illinois State Teacher Certification Board, that leads to certification of teachers of Latin.

LANGUAGE COURSES

CLAS 252. Elementary Biblical Hebrew. A study in the vocabulary, grammar, and syntax of Biblical Hebrew. Students will work through a contemporary introduction to Hebrew grammar and translate selected passages from the Hebrew Bible. Emphasis is on acquiring a rudimentary knowledge of classical Hebrew. CR/NC. (Three credits.)

LATN 101G. Elementary Latin I. An introduction to Latin grammar and syntax with simple readings and translation. (Three credits.)

LATN 102G. Elementary Latin II. A continuation of Latin 101. Prerequisites:

Latin 101 or permission of the instructor. (Three credits.)

LATN 201. Directed Readings.

Reading, translation, and discussion of selected texts to be determined on the basis of student needs. May be repeated for credit with different topics.

Prerequisite: Latin 102 or permission of the instructor. (One to four credits.)

LATN 401. Individualized Study.

Independent study in the Latin language or in individual Latin authors not included in regular courses or studied in greater depth than a regular course permits. May be repeated for credit with different topics. (One to four credits.)

LATN 420. Prose Composition. Prose composition in Latin. For advanced students only. (Three credits.)

LATN 435. Methods of Teaching

Latin. A study of instructional methods and materials used in teaching high school Latin and of technical problems associated with teaching Latin grammar and translation. Corequisite: Education 340. (Three credits.)

GREK 101G. Elementary Greek I. A study of Greek grammar and syntax with special emphasis on New Testament Greek. (Four credits.)

GREK 102G. Elementary Greek II. A continuation of Greek 101 with special emphasis on Attic Greek. Prerequisite: Greek 101 or permission of the instructor. (Four credits.)

GREK 201. Directed Readings.

Reading, translation, and discussion of selected texts to be determined on the basis of student needs. May be repeated for credit with different topics.

Prerequisite: Greek 101 or permission of the instructor. (One to four credits.)

GREK 212G. Biblical Greek. Selections from the Greek Septuagint and New Testament. Prerequisite: Greek 101 or its equivalent. (Three credits.)

GREK 401. Individualized Study. Independent study in the Greek language or in individual Greek authors not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated for credit with different topics. (One to four credits.)

CIVILIZATION COURSES

CLAS 211G. History of Greece. A study of classical Greece concentrating on ancient historians and their works. (Also History 211.) (Three credits.)

CLAS 212G. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. (Also History 212.) (Three credits.)

CLAS 224. Word Elements. An English vocabulary-building course that emphasizes the Greek and Latin roots of the English language, the meanings of prefixes and suffixes from Greek and Latin, and basic linguistic concepts. (Three credits.)

CLAS 251. The Ancient Olympics. A brief overview of the Olympic Games of ancient Greece is followed by a reenactment of these Olympics. Responsibilities for planning the Olympics will be divided among students, who determine the types of meets and the rules and will arrange for a location, promotion, judges, etc. CR/NC. (One credit.)

CLAS 401. Individualized Study. Independent study of classical topics not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated with different topics. (One to four credits.)

TRIAD COURSES

The center of the classics curriculum at Monmouth College is the triad course, taught simultaneously in translation and

in the original languages, according to student needs. This unique approach brings together students who can work in the original languages and those who cannot and provides benefits to each. In translation, students are exposed to textual analysis in the original languages, and language students have the advantage of broader discussions of the readings than a language course usually permits.

In all triad courses, collateral subjects, including art, archaeology, history, and literature, are studied in order to provide an overview of classical civilization through a focus on particular authors, periods, and genres. Classics majors who take a series of triad courses will have a solid foundation in the classical world in its broadest scope. In all triad courses, students study not just an ancient language and its literature but an ancient culture in its fullest context.

Triad courses are offered in units of three: Classics, Latin, and Greek. A student cannot enroll in more than one unit at the same time. Classics courses require no knowledge of either Latin or Greek. All triad courses devote at least some attention to the influence of the subject on later Western culture.

CLAS 210G. Ancient Literature. A study in translation of literary themes and ancient genres as works of art, this course considers ancient Greek and Roman expressions of the creative imagination in literature and the theater and their links with contemporary culture and the fine arts. Each time it is offered, this course covers different genres, including epic, tragedy, comedy, the novel, lyric poetry, and satire or different themes, such as the trickster, love and marriage, and the generation gap. May be repeated with different topics. (Three credits.)

LATN 210. Roman Literature. Readings in Latin in the topics and genres covered in Classics 210. Authors to be read may include Vergil, Seneca, Terence, Plautus, Petronius, Horace, Catullus, and Juvenal. May be repeated for credit with different topics. (Three credits.)

GREK 210. Greek Literature. Readings in Greek in the topics and genres covered in Classics 210. Authors to be read may include Homer, Aeschylus, Sophocles, Euripides, Aristophanes, the Greek novelists, Sappho, and Archilochus. May be repeated for credit with different topics. (Three credits.)

CLAS 230G. Classical Gods and Heroes. A survey of Graeco-Roman myths about gods and heroes with special focus on Classical influence upon western literature, art, and music. (Three credits.)

LATN 230. Roman Gods and Heroes. Readings in Latin about the gods and heroes discussed in Classics 230. (Three credits.)

GREK 230. Greek Gods and Heroes. Readings in Greek about the gods and heroes discussed in Classics 230. (Three credits.)

CLAS 240G. Ancient Society: Topic. A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics. (Also History 240G.) (Three credits.)

LATN 240. Roman Society: Readings. Readings in Latin in the topics covered in Classics 240. (Three credits.)

GREK 240. Greek Society: Readings. Readings in Greek in the topics covered in Classics 240. (Three credits.)

CLAS 250. Special Topics. May be repeated for credit. (Three credits.)

LATN 250. Special Topics. May be repeated for credit. (Three credits.)

GREK 250. Special Topics. May be repeated for credit. (Three credits.)

CLAS 301. Greek Philosophy. A studied attempt at retracing the original steps taken by the philosophical imagination in the inauguration of the history of metaphysics. The course will attend specifically to the play of *logos* in the unfolding of that history and the correlative formation of metaphor for the expression of thought and Being. The course allows for general examination of the pre-socratics and an emphasis upon foundational texts by Plato and Aristotle. (Also Philosophy 304.) (Three credits.)

LATN 301. Latin Philosophy. Readings in Latin in the topics covered in Classics 301. (Three credits.)

GREK 301. Greek Philosophy. Readings in Greek in the topics covered in Classics 301. (Three credits.)

EDUCATION

Most students who enroll in Education Department courses pursue a teacher certification program leading to an Illinois Standard Elementary Certificate, the Illinois Standard High School Certificate, or the Illinois Standard Special Certificate. The requirements for each program are detailed below. All programs are approved by the Illinois State Teacher Certification Board and were last reviewed in 1989.

Students completing a program approved by the State of Illinois qualify, in most instances, for certificates of other states. Advisors in the Education Department are prepared to discuss the requirements of other states and the steps necessary to apply for certification.

Candidates for an Illinois teaching certificate must also pass the appropriate state administered competency tests in order to obtain the certificate.

Students who will complete a program after July 1, 1992, must satisfy the requirements related to their certificate as outlined below. Candidates finishing their work prior to that date should comply with the requirements cited in the catalog under which they entered the teacher education program.

■Elementary Education. Students seeking to qualify for the Illinois Standard Elementary Certificate, valid for teaching kindergarten through grade nine, must:

1. Complete the departmental major in elementary education which includes Education 200, 201, 203, 330, 332, 333, 334, 336, 450, 451, and 452.

2. Complete an approved area of academic concentration consisting of at least 18 semester hours in a discipline or topical area.

3. Complete the College's general education program.

4. Complete History 313 or Philosophy 211, Music 101 or 312, Mathematics 110, Computer Science 125, and Physical Education 180 or 220 and 325.

In the process of completing the work outlined above, candidates should make

sure that the following overall certification requirements are also met: three lab courses in the natural sciences; four courses in the language arts, including at least one speech and two writing courses; and three courses in the social sciences. The latter must include History 111 and Government 103.

■Secondary Education. The student who wishes to qualify for the Illinois Standard High School Certificate, valid for teaching grades six through 12, must:

1. Complete a departmental major from among State-approved programs that includes at least 32 semester hours. The courses selected should relate to areas currently taught in the high school curriculum. The courses required for each specific teaching field are prescribed in the individual catalog description for each department noted below. Approved programs for the Illinois Standard High School Certificate are:

Art	Mathematics
Biology	Music
Chemistry	Physical Education
Earth Science	Physics
English	Psychology
French	Sociology
Government	Spanish
History	Speech
Latin	

2. Complete the Monmouth College general education program and the following additional general certification requirements including History 111, Government 103, a writing composition course, a mathematics course, a third laboratory science, and Physical Education 180 or 220 and 325.

3. Complete the professional education sequence. The requirements for secondary-level teacher candidates include Education 200, 201, 203, 340, 450, 451, and 452; History 313 or Philosophy 211; and a special-methods course related to the student's major teaching field.

■Special Certificate Programs. The special teaching certificate is the credential obtained by those who wish to

be certified at both the elementary and secondary levels (kindergarten through grade 12) in a specialized field. Monmouth offers such programs in art, music, physical education, learning disabilities, and bilingual education. To qualify for these certificates the student must:

1. Complete a departmental major that includes at least 32 semester hours in the chosen field, including subjects related to current public-school programs. The learning disabilities major and bilingual education program are exceptions to this; the differences are described in the discussions of these programs below.

2. Complete the Monmouth College general education program and the following additional general certification requirements which must include History 111, Government 103, a writing composition course, a mathematics course, a third laboratory science, and Physical Education 180 or 220 and 325.

3. Complete the professional education sequence. The professional education requirements for the special certificate include Education 200, 201, 203, 340, 450 (460 for learning disabilities majors), 451 and 452, and either History 313 or Philosophy 211. Special methods courses related to both elementary and secondary teaching are also required. For art, these courses are Education 334 and Art 341; for music, Music 312 and either 313 or 314; for physical education, Physical Education 311 and 320. Physical education majors may substitute Physical Education 320 for Education 340, but are strongly encouraged to take Education 340 if preparing to teach in a second field.

■ Learning Disabilities. Monmouth offers a major and teacher preparation program in learning disabilities. The major, which is topical in design, includes Education 203, 304, 306, 307, 308, and 460; Biology 204; Psychology 231; and three courses chosen from among Sociology 102 and 347 and Psychology 335, and 340, or an approved independent study.

The program outlined above is normally taken in conjunction with the elementary

education program. The student who completes this work is eligible for certification in both elementary education (K-9) and learning disabilities (K-12).

■ Bilingual Education (Spanish).

Monmouth offers, in conjunction with the Urban Education program of the Associated Colleges of the Midwest, a program that leads to bilingual teacher certification. This certificate is required of teachers who work with Spanish-speaking students making the transition to the English-language curriculum of the public schools. The program includes both course work and field experiences on campus and in Chicago, including some summer work in Chicago.

The specific courses required of the teacher candidate vary depending upon the student's language proficiency, major teaching field, and the certificate sought. Essentially, the candidate must qualify for one of the standard teaching certificates described above, demonstrate oral and written competence in Spanish, and meet specific requirements regarding cognate language courses and teaching-methods courses. Since the program varies with the student's teaching interests and language facility, the candidate must consult an advisor in the Education Department as early as possible to plan his or her program.

200. The Teacher and the School. An introduction to professional education and teaching. Reading, discussion, and field experience as a teacher aide in a local school provide a basis for further decisions about teaching and preparation for certification. (Three credits.)

201. Educational Psychology. An investigation of the contributions of behavioristic, developmental, and humanistic psychology to education. Emphasizes learning theory, behavior management, group dynamics, and interpersonal relationships in education. (Three credits.)

203. Characteristics of Exceptional Children. A survey of the characteristics

and special educational needs of handicapped and gifted children. Significant individual differences are introduced and discussed as they apply to each area examined. The problems of identifying, educating, and treating exceptional children are considered. Prerequisite: Education 201 or consent of the instructor. (Three credits.)

250. Special Topics. (One to three credits.)

304. Measurement and Evaluation of Exceptional Children. An introduction to educational measurement and an investigation of the diagnostic instruments used to identify and analyze the psychological and learning problems of exceptional children. Methods of evaluating general intelligence, developmental skills (visual, auditory, perceptual-motor, and academic achievement), and social-emotional adjustment are studied. A series of case studies and field experience are required of each student. Prerequisite: Education 203 or consent of the instructor. (Three credits.)

305. Individual or Group Study. Individual or small-group study of special topics in education under the guidance of an instructor. Prerequisite: Approval of the department chair. (One to three credits.)

306. Needs and Problems of Children with Learning Disabilities. An overview of the field of specific learning disabilities and the characteristics of learning-disabled children are studied. A multidisciplinary team approach to diagnosing learning-disabled children and planning programs for them is emphasized. Prerequisite: Education 203 or consent of the instructor. (Three credits.)

307. Curriculum for Children with Learning Disabilities. A study of major learning theories and research findings as they apply to curriculum planning for the student with learning disabilities. The strategies of various educators and

clinicians are reviewed, and special-education delivery systems for the learning disabled are examined. A related field experience is also required. Prerequisite: Education 306 or consent of the instructor. (Three credits.)

308. Methods and Materials for Teaching Children with Learning Disabilities. A study of specific diagnostic techniques that are used to analyze the learning disabilities of children. Prescriptive instructional approaches that meet the needs of learning-disabled students are examined. Prerequisite: Education 306 or consent of the instructor. (Three credits.)

330. Elementary School Curriculum and Methods. An extensive investigation of the elementary curriculum, methods of instruction, and resources and procedures for evaluation. The development of a foundation for a successful student-teaching experience is a primary objective. Teacher-observation assignments, including experiences in various areas of the curriculum, are required. Prerequisite: Education 201 or consent of the instructor. (Three credits.)

332. Teaching of Reading and Other Language Arts. A study of the theories, practices, and techniques of teaching reading and other language arts. A teacher-aide assignment in reading is arranged. Prerequisite: Education 201 or consent of the instructor. (Three credits.)

333. Remedial Reading. A study of the educational factors that cause reading problems for children. Students work in local schools as tutors and use reading tests, reading inventories, and various reading techniques to teach the disabled reader. Prerequisites: Education 201, 332. (Three credits.)

334. Teaching of Art in the Elementary School. A study of the objectives, content, and methods of teaching elementary-school art. Prerequisite: Education 201 or consent of the instructor. (Also Art 334.) (Three Credits.)

336. Teaching of Literature in the Elementary School. A study of the objectives, content, and methods of teaching literature in the elementary school. Laboratory experience in storytelling is required. Prerequisite: Education 201 or consent of the instructor. (Three credits.)

340. Secondary School Curriculum and Methods. An investigation of the curriculum of secondary schools, program planning, methods of instruction, and resources and procedures for evaluation. Teacher-aide and micro-teaching experiences are arranged. Developing a foundation for a successful student-teaching experience is a primary objective. Prerequisite: Education 201 or consent of the instructor. (Majors in physical education should substitute Physical Education 320 for Education 340, but are encouraged to take the latter if they are preparing to teach in a second field.) (Three credits.)

341. Secondary Methods and Curriculum in Social Studies. A study of the concerns of social-studies educators, including the role of values in the classroom. Students explore special strategies and curriculum materials germane to teaching social studies in secondary schools. Teacher-aide and teaching experiences are arranged. Prerequisite: Education 340 or consent of the instructor. (Three credits.)

342. Secondary School Science Curriculum and Methods. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school science programs. Applying theory and research from science education to the planning and implementing of instruction is stressed. Opportunities to observe science programs are provided. Independent projects related to the student's major are required. Prerequisite: Education 340 or consent of the instructor. (Three credits.)

400. Independent Study. An independent investigation of a special

problem relevant to teaching and teacher preparation. Prerequisite: Approval of the department chair. (Three credits.)

405. Urban Education Seminar. A study of the objectives, organization, programs, and problems of schools in large urban centers. Offered as part of the Urban Education Program of the Associated Colleges of the Midwest. (Two credits.)

450. Student Teaching. Supervised teaching in grades or subjects appropriate to the certificate sought. Each student works in a school under the supervision of one or more cooperating teachers, a supervisor from the Education Department, and in the case of high school and special-certificate candidates, a supervisor from the candidate's major field. Periodic conferences are arranged to assess the development of the student-teaching experience. Students may elect to complete student teaching through the Chicago-based Urban Education program of the Associated Colleges of the Midwest. Prerequisite: Approval by the Curriculum Committee. (Eight to 12 credits.)

451. Student Teaching Workshop and Seminar. This course is taken in conjunction with student teaching by all teacher candidates. The course involves two 10-hour workshops just prior to, and subsequent to, the student teaching experience, and a series of weekly one-hour seminars during student teaching. (Two credits.)

452. Analysis of Student Teaching. This course is taken concurrent with student teaching. The experience requires the student teachers to develop an ongoing systematic personal evaluation during their student teaching experience. Daily observations will be recorded, and a final formal summary and conclusions report prepared, at the conclusion of the student teaching assignment. (One credit.)

460. Learning Disabilities Student Teaching. A clinical experience

providing an in-depth study and classroom instruction of children with learning disabilities. Includes opportunities for diagnosis, educational planning, implementing remedial procedures, and parent counseling. Periodic conferences are arranged to assess the development of the student-teaching experience. Prerequisites: Education 308 and approval by the Curriculum Committee. (Eight to 12 credits.)

ENGLISH

■ **English Major.** The English major requires at least 10 courses: English 220; 221; 224; 225; 361 or 362; 400; plus four additional courses which might substantially follow one of these three tracks or reflect a combination of them:
Literature: English 240; 343; 347; 348; 349; plus 250 and 350 as offered.
Teaching: English 201; 314; 430 (required of teaching candidates).
Writing: English 210; 301; 310.

The English senior seminar is the culminating experience for majors, whose candidacy of departmental honors is based upon their performance in the seminar.

■ **English Minor.** A minor in English consists of six courses: English 220 or 221; 224 or 225; 361 or 362; three other courses, of which at least two must be at the 300 level. Students whose major is elementary education and who wish to minor in English should take English 201; 220 or 221; 224 or 225; 210 or 361 or 362; 301; and 314.

■ **Secondary Education.** Those students seeking secondary certification are required to complete the course work for a major in English. The major must include English 201, 314, and 430.

110G. Composition and Literature. A study of basic expository techniques and their application, as well as an analysis of literature emphasizing the symbolic and expressive uses of language. Students are introduced to the imaginative modes of literature and demonstrate their understanding of those uses through discussion and written work. (Four credits.)

201. Grammar. A course that gives students practice in fundamental English grammar. Emphasizes basic skills, not theory. (Three credits.)

210G. Creative Writing. Practice in the writing and critical analysis of

imaginative literary forms, especially poetry and fiction. Prerequisite: English 110. (Three credits.)

220. British Survey I. A historical survey emphasizing literary and cultural developments in English literature from the Old English period through the English Renaissance. Prerequisite: English 110. (Three credits.)

221. British Survey II. A course emphasizing major literary movements, cultural influences, and historical developments in English literature from the Neo-classical through Victorian periods. Prerequisite: English 110. (Three credits.)

224. American Survey I. One of two introductory surveys in American literature emphasizing literary movements, and cultural and historical developments in the literature of the United States. Readings will include poetry, fiction, and non-fiction from such writers as Anne Bradstreet, Cotton Mather, Jonathan Edwards, Franklin, Cooper, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, and Dickinson. Prerequisite: English 110. (Three credits.)

225. American Survey II. An introductory survey focusing on poetry and fiction written after the Civil War and before American involvement in the Second World War. Included are works from such writers as Mark Twain, Henry James, Kate Chopin, Stephen Crane, Pound, E. A. Robinson, Frost, Sherwood Anderson, Stevens, Eliot, Fitzgerald, Hemingway, and Faulkner. Emphasis on literary, cultural, and historical movements. The course is a continuation of English 224, but may be taken separately. Prerequisite: English 110. (Three credits.)

240G. Russian Literature of the 19th Century. An introductory survey of 19th-century Russian literature in translation. Emphasis is on outstanding works of the period in their cultural and historical contexts. Includes works by such

writers as Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite: English 110. (Three credits.)

250. Special Topics. May be repeated for credit. (Three credits.)

301. Advanced Composition. A study of rhetorical strategies and their application to assignments in journalism, scientific writing, and essay writing. Open to juniors and seniors or by consent of the instructor. May be repeated for credit. (Three credits.)

310. Advanced Creative Writing. Students write intensively in fiction or poetry, individually selecting their subject matter throughout the course. Students sharpen their critical skills by evaluating one another's work and by investigating contemporary writing and publishing. Prerequisite: English 210 or consent of the instructor. (Three credits.)

314. History of the English Language. A study of the development of the English language with some attention to its internal history—sounds and inflection—as well as to its external history—political, social, and intellectual movements and forces that have affected the development of the language. (Three credits.)

343. 20th-Century British Literature. Studies in various British authors of the 20th century. May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

347. Genre Studies in American Literature. An upper-division course in American poetry, fiction, or drama. Emphasis is on study of characteristics shared by a distinct type and on examination of individual illustrations of type. May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

348. English Novel. An upper-division course that will focus on some aspect of the history of the English novel (18th,

19th, 20th century), some type of novel (e.g., the comic novel), some group of writers (e.g., women writers, Murdoch, and Powell), or a single author (e.g., Dickens). May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

349. Topics in American Literature. An upper-division course concentrating on a particular period, movement, or author in American literature. May be repeated for credit with different topics. Prerequisite: English 110. (Three credits.)

350. Special Topics in Literature and Related Areas. A course permitting the investigation of narrowly defined literary issues, types, modes, and extra literary influences. Prerequisite: English 110. May be repeated for credit. (Three credits.)

361. Shakespeare I: Comedies and History Plays. Studies in the comedies and the history plays. Prerequisite: English 110. (Three credits.)

362. Shakespeare II: Tragedies and Romances. Studies in the tragedies and romances. Prerequisite: English 110. (Three credits.)

400. Senior Seminar. An intensive study of key literary periods and subjects. Required of all senior English majors. Offered second semester. (Three credits.)

420. Independent Study. Students arrange independent study projects with individual instructors. May be repeated for credit. (Three credits.)

430. Methods of Teaching English. A study of the basic approaches to the teaching of poetry, fiction, and drama and their application in the classroom. Attention is given to the teaching of composition, the marking of themes, and the preparing and grading of examinations. May not be counted toward a major in English. Co/prerequisite: Education 340. Offered as needed. (Three credits.)

ENVIRONMENTAL STUDIES

■ **Environmental Studies Major.** A major in environmental studies consists of 40 semester hours. There is a 32 credit common core of courses and a senior research project in a field of choice. This core is supplemented by at least eight hours of electives chosen from a list of approved courses to enhance an understanding of the specific area of environmental studies the major wishes to pursue to a greater depth. The major is culminated by a senior research project under the direction of an advisor of the student's choice. The project must be approved by the advisor and program coordinator.

The major requires Biology 307; Chemistry 210 or 220; Geology 318; Government 103; Mathematics 106; Speech Communication and Theater Arts 306; Sociology 343; Senior Research Project from approved department of choice; eight credits selected from Biology 210 or 350, Economics 310, Chemistry 210 or 230 or 350, Geology 205 or 322 or 350, Government 311, Physics 350, Religious Studies 206, Speech Communication and Theater Arts 205 or 208 or 302, Sociology 327 or 341.

An off-campus program is encouraged and may be substituted for one course in the electives category.

GEOLOGY

■ **Geology Major.** A major in geology consists of Geology 101; 102; 212; 222; 311; 312; 322; 350 (taken four times for a total of four credits); 407; Mathematics 151; Biology 111, 307 or Chemistry 120, 220 or Physics 130, 132.

Students planning professional careers in geology should take appropriate courses in related sciences and mathematics. Programs of study are planned to meet individual students' needs in consultation with advisors and with the approval of the department chair.

■ **Geology Major with Earth Science Certification.** Candidates completing the Earth Science Program must have Education 450, Student Teaching, as the culminating experience. Students who complete this program also qualify in Illinois to teach geology and astronomy courses at the secondary (6-12) level. The program consists of Geology 101; 102; 212; 222; 323; 350 (taken four times for a total of four credits); one additional 300 level geology course; Mathematics 106, 141 (or equivalent); Physics 103; Biology 111 or Chemistry 120.

Students are strongly advised to further enhance their credentials by taking additional courses in biology, chemistry, or physics so it is possible to teach in additional subject areas. Students should consult their advisor regarding these and other second teaching field possibilities.

■ **Geology Minor.** A minor in geology consists of Geology 101; 102; 212; 222; 311; one additional course at the 300 level.

101G. Physical Geology. An introduction to the composition, physical properties, and structures of the earth and to the dynamic processes that modify its interior and surface. Includes one two-hour laboratory per week and optional field trips. (Four credits.)

102. Historical Geology. A comprehensive investigation of the physical and biological evolution of the

earth through the vastness of geologic time. Includes one two-hour laboratory per week and field experiences. Prerequisite: Geology 101 or permission of the instructor. (Four credits.)

103G. Physical Geography. An introduction to the earth's physical environment through the study of climate, soils, vegetation, and landforms. Includes laboratory and field experiences. (Four credits.)

205G. Oceanography. An introduction to the geological, physical, chemical, biological, and geopolitical aspects of the world's oceans. Includes laboratory and field experiences. (Four credits.)

212. Introductory Mineralogy. An analysis of the composition, crystal chemistry, physical properties, and origins of minerals. Laboratories include identification and crystallographic analysis of minerals. Prerequisite: Geology 102. (Four credits.)

222. General Paleontology. A fundamental treatment of the basic concepts of paleontology. Includes systematic consideration of the morphology, taxonomy, and stratigraphic occurrences of invertebrate fossils. Includes laboratory and field experiences. Prerequisite: Geology 102 or permission of the instructor. (Four credits.)

250. Special Topics. (Three to four credits.)

311. Structural Geology. A study of the recognition, representation, and interpretation of rock structures. Includes laboratory and field experiences. Prerequisites: Geology 101, Mathematics 141. (Four credits.)

312. Optical Mineralogy. A continuation of Geology 212 that examines the crystallographic and thermodynamic properties of the silicate minerals through phase equilibria and X-ray analysis. Prerequisite: Geology 212. (Four credits.)

315. Sedimentology and Stratigraphy. A study of macro and microscopic identification, classification, and

depositional environment of sedimentary rocks as well as the principles of genetic relationships and rock correlation. Includes laboratory and field experiences. (Four credits.)

318. Applied Hydrogeology. An applied approach to the analysis of the hydrologic cycle with an emphasis on the physical properties, transport, use, and contamination of surface water and groundwater. Includes laboratory and field experiences. (Four credits.)

323. Geomorphology and Field Techniques. A study of the origins and development of landforms emphasizing the techniques and instrumentation of field geology. Includes extensive laboratory and field experiences. (Five credits.)

325. Introduction to Petrology. An introduction to the petrographic microscope and the description, classification, and origin of igneous, sedimentary, and metamorphic rocks. Laboratory periods stress hand-specimen and thin-section descriptions. Prerequisite: Geology 312. (Four credits.)

350. Science Seminar. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each semester. Required of juniors and seniors majoring in chemistry, geology, and physics. Other students are invited to participate. May be repeated up to four semester hours. CR/NC. (One credit.)

407. Senior Seminar. A topical seminar with selected readings and written and oral reports. Required of all senior majors as their culminating experience in geology. (One to four credits.)

420. Independent Study. Individual research and readings. May include senior thesis. Required of all candidates for graduation with Departmental Honors. May be repeated for credit. Prerequisite: Consent of the instructor. (One to four credits.)

GOVERNMENT

■ **Government Major.** A major in government consists of at least 30 semester hours, including the following courses: Government 103, 106, 200 (two or three); 202, 236, 244, 245 (one of four); 411 or 412; 415.

■ **Government Minor.** A government minor consists of 15 semester hours, at least nine of which must be taken on the Monmouth College campus and at least three of which must be taken above the 200 level.

■ **Secondary Teaching.** Majors who seek teaching certification are expected to complete at least 30 semester hours, including Government 103; 106 or 200; 362 or 395; 411 or 412; 415. They are also required to obtain teaching competence in a second subject area.

103G. American Politics. A study of the constitutional foundations, political processes, and institutions of American government on the national, state, and local level. Also focuses on current and perennial issues in domestic and foreign policy. (This course satisfies the state certification requirement that teachers have studied both the U.S. and Illinois constitutions.) (Three credits.)

106G. International Relations. A study of global and regional relationships, including state and non-state actors. Explores the influence of nationalism, economic rivalry, power politics, and international organizations on global behavior. Also explores the nature and causes of war. (Three credits.)

150. Seminar on Politics and Literature. Explores a variety of political themes and issues through the medium of literature. The format for class meetings is a seminar open to faculty, staff, and area residents, including public officials. May be repeated for credit with permission of the instructor. (Two credits.)

151. Seminar on Politics and Film.

Explores a variety of political themes and issues through the medium of film. The format for class meetings is a seminar open to faculty, staff, and area residents, including public officials. May be repeated for credit with permission of the instructor. (Two credits.)

200. Introduction to Comparative

Politics. Examines diverse forms of national politics, including industrialized democracies, communist regimes, and developing nations. Also examines the basic conceptual and methodological tools of comparative political inquiry. (Three credits.)

202G. Modern Japan. A study of the social, economic, and political development of modern Japan that emphasizes Japanese responses to problems posed by contacts with the West. (Also History 202.) (Three credits.)

236G. The Soviet Union. A study of Soviet life and politics from the time of the Russian revolution to the present. Focuses on crucial decision points in Soviet history. Includes simulations and audiovisual material. (Also History 236.) (Three credits.)

244G. The Politics of Islam. Examines different forms of Islamic revivalism as well as the basic political tenets of Islam. Puts current trends in historical perspective. (Also Systems of Thought and Belief 444.) (Three credits.)

245G. The Politics of Developing Nations. A study of selected developing nations and the problems posed by rapid political and economic development. Topics include leadership strategies, the impact of modernization on traditional cultures, and the role of political ideology. (Three credits.)

250. Special Topics. (Two to four credits.)

300. Government in Action. Seminar interviews with government officials and

their aides in the legislative, executive, and judicial branches of the federal government. Offered as part of the Washington House program. (Three credits.)

302. American Studies. A sampling of important themes and issues of concern in American culture. Offered as part of the Washington House program. (Three credits.)

311. Parties and Interest Groups. A study of American parties, interest groups, and elections as well as the problems faced by candidates for public office. Students are expected to participate in current political campaigns. Offered in election years. (Three credits.)

362. Congress and the Presidency. A study of the institutions, processes, problems, and interrelation of Congress and the presidency. Puts special emphasis on contemporary issues and developments. (Three credits.)

365. Modern American Diplomatic History. A selective examination of the American experience, contrasting the initial circumstances of a marginal state with the contemporary setting of a dominant power. Questions are asked about the relationship between American values and mythology and characteristics of policy and diplomacy. (Three credits.)

395. Constitutional Issues. A study of current constitutional issues in light of constitutional history, philosophical principles, and our ever changing socio-political context. (Three credits.)

411. Introduction to Political Philosophy. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. (Also Philosophy 411, Systems of Thought and Belief 435.) (Three credits.)

412. Close Encounters in Political Philosophy. A focused study of selected issues, themes, thinkers, or schools of thought in political philosophy. May be repeated with permission of the instructor. (Also Philosophy 412.) (Three credits.)

415. Junior and Senior Seminar. Concentrated study of an issue in political science (usually concerning international relations). Students deal in depth with substantive and methodological problems associated with the subject area. Open to juniors and seniors. (Three credits.)

420. Independent Study or Internship. Includes selected readings, written reports, conferences, or work with government officials as arranged with the instructor. Prerequisite: Junior standing. (One to four credits.)

HISTORY

■ **History Major.** A major in history requires the completion of Western Civilization I and II (History 101, 102), one course each in the areas of American and non-Western History, and History 400, which is the culminating experience of the major program. Five additional courses complete the major in history. Majors who wish to be candidates to graduate with Departmental Honors must take History 420. History majors are encouraged to participate in an off-campus program.

■ **History Minor.** A minor in history consists of five courses, including Western Civilization I and II (History 101, 102). The student must take courses that represent all these areas of study (American, European, non-Western) or History 400.

■ **Secondary Teaching.** History majors preparing to teach at the secondary level are required to take Education 341, History 111 and 353, at least one junior-level course in American history, and three courses in world history. Majors who plan to teach are encouraged to complete a minor in another department so they will be prepared to teach in more than one area.

101. Western Civilization I. Survey of the major eras of Western civilization from the beginning of civilization into the 16th century, with an emphasis on geography, political and religious systems, and social change. Will touch upon Western impact on the civilizations of Asia, Africa, and the Americas. (Three credits.)

102. Western Civilization II. Survey of the major eras of Western civilization from 1500 to 1900, with an emphasis on geography, religious thought, the growth of nations, and social change. (Three credits.)

111. U. S. History. A study of the main political, social, and economic

developments in the Colonial, early national, Civil War, and industrial eras until 1910. (Three credits.)

112. 20th-Century America. A study of political and social movements in the United States from 1900 to the present. (Three credits.)

202G. Modern Japan. A study of the social, economic, and political development of modern Japan that emphasizes Japanese responses to problems posed by contacts with the West. (Also Government 202.) (Three credits.)

206G. The Enlightenment. A study of the literature, philosophy, art, and music of the period 1600-1800. Offered in alternate years. (Three credits.)

207G. Modernism. A study of the literature, philosophy, art, and music of the late 19th and early 20th centuries. Offered in alternate years. (Three credits.)

208G. 19th-Century Arts and Letters. An interdisciplinary study of the romantic era combining art, music, literature, and philosophy. Offered in alternate years. (Three credits.)

209G. Soviet Cultural History. An overview of the cultural history of the Soviet Union. Emphasizes the tension between the arts (literature, music, the visual arts, and cinema) and the political context of the Soviet Union. Topics include: pre-revolutionary developments; avant-garde modernism of the revolution and the 1920s; socialist realism; censorship and samizdat; emigre art and artists; glasnost and the arts. (Three credits.)

211G. History of Greece. A study of classical Greece concentrating on ancient historians and their works. Offered in alternate years. (Also Classics 211.) (Three credits.)

212G. History of Rome. An interpretation and evaluation of Roman

civilization with special emphasis on the late Roman republic. (Also Classics 212.) (Three credits.)

222G. Medieval History. Topics in medieval life, politics, and culture. Covers Byzantine, Frankish, Viking, and late medieval civilizations. (Three credits.)

223. The Renaissance. A study of social and political life with considerable attention to the cultural contributions of the period. Concentration on the Italian Renaissance, especially Florence. (Three credits.)

235. Hitler and Stalin. A study of the principal tyrannies that have shaped the modern world. Offered in alternate years. (Three credits.)

236G. The Soviet Union. A study of Soviet life and politics from the time of the Russian revolution to the present. Focuses on crucial decision points in Soviet history. Includes simulations and audiovisual materials. (Also Government 236.) (Three credits.)

240G. Ancient Society: Topic. A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics. (Also Classics 240G.) (Three credits.)

250. Special Topics. (Three credits.)

301G. History of China. Deals with the period 1650 to the present with emphasis on the theme of the tensions between tradition and modernity. The 19th century breakdown in traditional institutions and the simultaneous intrusion of Western imperialism are treated. The abortive efforts to revitalize

traditional values and the search for a modern Chinese national identity are considered. (Three credits.)

302G. History of the Middle East. A study of the tensions between tradition and modernity in the area, with emphasis on Islamic movements. The history of Arabic, Turkic, and Iranian peoples, the period of Ottoman rule, the impact of Western imperialism and Zionist nationalism are examined. Attention is given to Soviet-American activities in the area and their relation to the political dynamics of the region. (Three credits.)

303G. History of India and South Asia. Emphasizes the Hindu and Muslim periods, the impact of British colonialism, the 20th century Nationalist movement, and the emergence of Pakistan. Attention is given to modern Hindu, Muslim, and Sikh religious-political movements. The efforts to institutionalize a secular democratic polity in India and to define an Islamic polity in Pakistan are considered. (Three credits.)

304G. History of Sub-Sahara Africa. A study of tensions between tradition and modernity with emphasis on Western imperialism, Southern Africa, and the rise of African nationalism. (Three credits.)

305G. History of Mexico. Survey of Mexican history from the Indian civilizations to the present with an emphasis on the evolution of society from the two cultures of the colonial period to the Mestizo culture of today. (Three credits.)

313. History of American Education. A study of the evolution of the public schools and higher education emphasizing problems of the 20th century. Open only to juniors and seniors in the teacher education program. (Three credits.)

314. Civil War. A seminar on the War Between the States using documents of the government depository in the Hewes Library. Offered in alternate years. (Three credits.)

315. Wild West. A survey of the trans-Mississippi West from 1790 to 1890 using literature and materials from the government depository in the Hewes Library. Offered in alternate years. (Three credits.)

316. World War II. A survey of the world conflict emphasizing its watershed importance for modern times, especially its impact on American society and America's view of its role in world politics. Student reports and films are used extensively. Offered in alternate years. (Three credits.)

320. Independent Reading. Reading supervised by instructors in more advanced areas not usually offered. Prerequisite: Consent of the instructor. (One to three credits.)

358. Family History and Genealogy. Social history of the United States from 1900, methods of genealogical research and writing. Many films. Each student writes a family history. (Three credits.)

365. American Diplomatic History. A selective examination of the American experience, contrasting the initial circumstances of a marginal state with the contemporary setting of a dominant power. Questions are asked about the relationship between American values and mythology and characteristics of policy and diplomacy. (Three credits.)

400. Senior Seminar. A research and historiography seminar required of all history majors. (Three credits.)

420. Independent Study. An extensive research thesis on a topic selected by the student and the instructor. Prerequisites: History 400 and consent of the instructor. (Three credits.)

INTERDISCIPLINARY STUDIES

101. Freshman Seminar. A small-group experience required of all freshmen. Selected books introduce approaches to knowledge that follow the design of Monmouth College's General Education Program. Texts raise basic questions about humanity and its achievements, values, and goals. Students are expected to think critically about the issues raised, to participate in discussions, and to write papers on the works studied. (Four credits.)

LEARNING SKILLS

Monmouth College offers five courses to help students do their best work in college. The courses offered through the Learning Skills Center are designed to help students improve upon their present skills. The courses do not fulfill any College requirements. They do, however, help students succeed in undergraduate work and prepare for graduate school.

100. Study Skills. Emphasizes basic skills needed for success in all disciplines. Focus on study techniques and time management. Includes individualized tutoring and supervised study time. Students should expect 10 to 11 hours of involvement each week. CR/NC. (Three credits.)

101. Reading. A course designed to help students be more efficient readers of college level discourse through active involvement in reading. Emphasizes comprehension, memory, reading rate, reading purpose, using context, using syntactical clues and orthographic clues, signal words, summarizing, and responding critically and creatively. CR/NC. (Two credits.)

200. Spelling. A course designed to help students overcome common spelling errors as well as their own particular errors. Topics include proofreading, recognition of possessives, homophones, and rules of correct spelling. Students also learn to use the spelling corrector programs on two computers. CR/NC. (One credit.)

201. Grammar. A course for students whose native language is English and who are taking a foreign language. Emphasizes elements of English grammar that are important in the study of a foreign language, including verb tenses, reflexive verbs, active and passive voice, parts of speech, and clauses. CR/NC. (One credit)

202. Researching and Writing a Term Paper. A course designed to help

students learn the process of researching and writing a paper. Areas covered include choosing a topic, using the library and compiling a bibliography, exploring the subject, taking notes, avoiding plagiarism and documenting sources, using the word processor, writing a first draft, revising, editing, and proofreading. CR/NC. (One credit.)

MATHEMATICS AND COMPUTER SCIENCE

MATHEMATICS

■ **Mathematics Major.** The following courses are required for a mathematics major: Mathematics 151, 152, 241, 253, 311 or 317, 330 or 420, four courses chosen from mathematics courses numbered 250 or above (except 324), and Physics 311.

Those preparing for mathematics education are required to take Mathematics 317 and should take courses in computer science. Computer Science 125 will count toward the major for those in mathematics education.

■ **Mathematics Minor.** The mathematics minor requires Mathematics 151, 152, 241, and two additional courses chosen from mathematics courses numbered above 200 with one numbered above 300 (except 324).

104. Introduction to Mathematics. An introduction to the mathematical processes and the use of mathematics in problem solving. Topics will include but are not limited to algebra, sets, probability, statistics, trigonometry, and number theory. The course is intended for nonmajors. (Three credits.)

106. Elementary Statistics. A study of the methods of handling data and the nature of probability distributions and an introduction to statistical inference with applications. Topics include mean and variance, correlation and regression, and some of the basic distributions of statistics. (Three credits.)

110. Mathematics for Elementary Education. A study of the number systems of arithmetic, the natural numbers, the rational numbers, the integers and their properties, informal geometry, and topics in mathematical reasoning. Open only to students preparing to teach elementary school mathematics. (Three credits.)

141. Elementary Functions. A precalculus study of polynomial, circular, exponential, and logarithmic functions. Prerequisite: Two and one-half years of college preparatory mathematics. (Four credits.)

151. Calculus I. A study of the calculus of functions of a single variable. Prerequisite: Mathematics 141 or placement. (Four credits.)

152. Calculus II. A continuation of Mathematics 151. Prerequisite: Mathematics 151. (Four credits.)

241. Linear Algebra. A study of finite dimensional vector spaces, linear transformation, and matrices. Prerequisite: Mathematics 151. (Four credits.)

250. Special Topics. (Three credits.)

253. Calculus III. A study of the calculus of functions of more than one variable, including partial differentiation and multiple integration. Prerequisite: Mathematics 152. (Three credits.)

254. Differential Equations. An introduction to ordinary differential equations and their applications. Prerequisite: Mathematics 253. (Three credits.)

260. Discrete Structures. Topics include sets and logic, number systems, properties of whole numbers, functions and relations, recursion, combinatorics and probability, matrices, and graph theory. (Four credits.)

301. Advanced Calculus. A theoretical development of the calculus of one and several variables, including topological concepts, linear theorems, differentiation, integration, series, pointwise convergence, and uniform convergence. Offered in alternate years. Prerequisite: Mathematics 253. (Three credits.)

311. Introduction to Modern Algebra. A study of groups, rings, and fields plus

their applications. Offered in alternate years. Prerequisite: Mathematics 152, 241. (Three credits.)

317. Geometry. A study of such topics in advanced and modern geometry as non-Euclidean geometry, finite and projective geometries, isometries and transformation groups, convexity, foundations, and axiomatics. Offered in alternate years. Prerequisite: Mathematics 152. (Three credits.)

323. Numerical Analysis. An introduction to numerical methods in mathematics, including topics from the theory of computation with applications to calculus, linear algebra, and differential equations. Offered in alternate years. Prerequisites: Mathematics 152 and one course in computer programming. (Three credits.)

324. Mathematics Methods for Secondary Teachers. A study of the philosophy and methods of teaching mathematics in junior and senior high school. Co/Prerequisites: Mathematics 317, Education 340. (Three credits.)

330. Mathematics Modeling. A study of the mathematical modeling process. Examples will come from calculus, linear algebra, and physics. Students will present a mathematical model of some phenomenon. Prerequisites: Mathematics 241. (Three credits.)

339. Probability and Statistics. An introduction to probability theory and its applications, including discrete and continuous random variables, density functions, distribution functions, expectations, and variance. Offered in alternate years. Prerequisite: Mathematics 152. (Four credits.)

350. Topics in Mathematics. Possible topics include topology, complex variables, and continuations of other mathematics courses. May be repeated if the student does not already have credit for the topic offered. Offered when there is sufficient student interest.

Prerequisites: Mathematics 152 and consent of the instructor. (Three credits.)

420. Independent Study and Seminar. A study of selected topics in advanced mathematics. Prerequisite: Mathematics 311. (Three credits.)

COMPUTER SCIENCE

■Computer Science Major The following courses are required for a computer science major: Computer Science 161; 163; 190; 220; Mathematics 260; one course from Computer Science 325, 335, 345; Computer Science 400 or Mathematics 330; three courses chosen from a Computer Science course numbered over 200 (except 324) and Mathematics 151, 241, 323, 330.

Students who are preparing for graduate study should take Computer Science 325; 335; 345 and complete a mathematics minor.

■Computer Science Minor. The computer science minor requires Computer Science 161; 163; three computer science courses numbered above 160.

125. Introduction to Computer Science. An introduction to the computing process, the use of computers in problem solving, the elements of Basic programming, and the applications and cultural impact of computers and computing. This course is intended for nonmajors. (Three credits.)

161. Structured Programming in Pascal. An introduction to the computing process and the use of Pascal in problem solving. Students are introduced to structured programming, logic, algorithms, and pseudo-code. (Four credits.)

163. Data Structures with Pascal. An introduction to computer data structures which include arrays, strings, stacks, queues, linked lists such as trees and algorithms for use with these structures,

file processing, and sequential and random access. Prerequisite: Computer Science 161. (Four credits.)

190. Electronics for Computer Science. An introduction to digital circuit elements, including the microprocessor. Emphasizes practical experience. Prerequisite: Computer Science 161. (Same as Physics 190.) (Four credits.)

220. Assembly Language. Topics include computer structure and machine language, assembly language, addressing techniques, macros, input-output, and program construction. Prerequisite: Computer Science 190. (Three credits.)

250. Special Topics. (Three credits.)

315. Scientific Programming in Fortran. A study of the applications of Fortran in writing programs for use in the sciences. Prerequisite: Computer Science 161. (Three credits.)

320. File Structures. A study of the various organizations and access methods of computer files and file systems. Theory, algorithms, and performance efficiencies are emphasized. Prerequisite: Computer Science 163. (Three credits.)

324. Computer Methods for Secondary Teachers. A study of the philosophy and methods of teaching computer science in junior and senior high school. Co/Prerequisites: Education 340, Computer Science 163. (Three credits.)

325. Organization of Programming Languages. A study of the necessary components of programming languages and of how computers implement programs. Prerequisites: Computer Science 163, 220. (Three credits.)

330. Graphics. Graphics programming is becoming an increasingly important component of computer science. Business programs and graphics interfaces make use of graphics output.

This course will examine the underlying concepts involved in all graphics programming. Students will study how various graphics operations are carried out. A graphics system will be used which is independent of the input or output hardware. Prerequisite: Computer Science 163. (Three credits.)

335. Systems Analysis and Design. Includes building and describing a logical model of a system, top-down design of modular structures, and database management. Prerequisite: Computer Science 163. (Three credits.)

345. Operating Systems. Topics include dynamic procedure activation, system structure, memory management, process management, and recovery procedures. Prerequisites: Computer Science 163, 220. (Three credits.)

350. Topics in Computer Science. Possible topics include other programming languages and artificial intelligence. May be repeated for credit with different topics. Offered when there is sufficient student interest. Prerequisites vary according to the topic studied. (Three credits.)

400. Senior Project. An individual project chosen by the student in consultation with the computer science faculty. The project may involve the development of a software and/or hardware system, or may consist of the theoretical study of an approved topic. Prerequisite: Computer Science 163, 190, 220, and senior standing. (Three credits.)

420. Independent Study. An individual project in computer science undertaken by the student with the guidance of the faculty. Prerequisite: Consent of the instructor. (Three credits.)

MILITARY SCIENCE

Military science courses are open to all full-time students. However, high risk activities are limited to those individuals who are considered U.S. Army ROTC cadets. Uniforms, books, and equipment are provided at no expense to the student. A total of eight semester hours are awarded for the study and count as electives. Students who enroll in the first two years of Army ROTC have no military obligation. Those who complete the advanced program may serve with the National Guard or Army Reserve or on active duty as commissioned officers.

The basic course military science curriculum consists of Military Science 101, 102, 201, and 202. No military obligation is incurred through the completion of the basic course. The advanced course military science curriculum consists of Military Science 301, 302, 401, and 402 plus the six-week summer advanced camp.

To be eligible to enroll in the advanced course, a student must have completed all four basic courses or have received advanced placement by one of the following methods: (1) active enlisted service in the armed forces, (2) successful completion of camp challenge, or (3) four years of Junior ROTC training.

A leadership laboratory is conducted each week for all cadets enrolled in military science courses. Basic course students receive instruction in drill and ceremony, physical conditioning, and basic military skills which reinforce classroom instruction.

101. Fundamentals of Military Skills I. Introduction to and development of basic individual proficiency required of a military officer in a variety of military skills with emphasis on map reading and orienting. Development of self-confidence is achieved through an introduction to rappelling. The students are introduced to the branches of the Army, Army benefits, and customs and traditions of the service. A field trip is planned for practical application of the skills taught in the class. Cadets enrolled in this class

attend a one-hour leadership lab weekly. (Two credits.)

102. Fundamentals of Military Skills II.

The first part of this course is a study of the U.S. national defense structure with emphasis on the role of the U.S. Army within the defense establishment. The second half of this course is an introduction to, and development of, basic individual proficiency required of a military officer with emphasis on first aid and basic rifle marksmanship. A field trip is planned for practical application of the skills learned in the classroom. Cadets attending this class also attend a one-hour leadership lab weekly. Students who complete the course receive Red Cross first aid certification. (Two credits.)

201. Introduction to Tactics and National Security. Fundamentals and principles of leadership and operational aspects of small unit offensive and defensive tactical operations. Incorporates the organizational structure of tactical units, troop leading procedures, and techniques of successful mission accomplishment. An introduction to the national security structure and its reaction to crisis and threat. Familiarizes the student with theories of conflict and the evolution of warfare from ancient to modern times. A field trip for practical application of classroom instruction is planned. Cadets enrolled in this class attend a one-hour leadership lab weekly. (Two credits.)

202. Leadership and the Nature of Conflict/Military Correspondence. Presents the U.S. Army role as an instrument of foreign policy. Current events are discussed and their impact upon U.S. foreign policy is examined as relates to arms control, limited war, and contemporary warfare. The class will present a study of the principles and techniques of oral and written communications essential to effectively directing the actions of subordinates and adequately reporting results to superiors. Incorporated into these forms of communication will be the study of leadership assessment techniques that will

enable the leaders to recognize, classify, record, and quantify behavioral dimensions. A field trip is planned for practical application of classroom instruction. Cadets enrolled in this course attend a one-hour leadership lab weekly. (Two credits.)

250. Special Topics. (One to two credits.)

301. Training Management, Leadership, and Military Operations. Introduction to the Army training management program with emphasis on identifying unit/organizational training needs, preparing for, conducting, and evaluating training. Students will prepare and present classes. A study of leadership assessment techniques that enable leaders to recognize, record, classify, and quantify behavioral dimensions and provide constructive feedback to subordinates on their strengths and weaknesses. Includes a study of the principles of war, the branches of the Army, command and staff functions, organization of the U.S. Army at various levels, and army tactics and doctrine. A field trip is planned for the practical application of classroom instruction. Cadets enrolled in this class attend a one-hour leadership lab weekly. (Two credits.)

302. Small Unit Tactics and Methods of Communication. Analysis of the leader's role in directing and coordinating the efforts of individuals and small units. Mission, organization, and composition of basic military teams are discussed. Focuses on the principles of offensive and defensive tactical operations with emphasis on planning and troop leading procedures. Includes an introduction to the principles and techniques of written, oral, and electronic communications essential to the ability of junior officers to effectively direct actions and to inform superiors of results. Concentration is on control of interest, effective speaking, and the process of transmitting ideas to a specific audience. Practice in preparation and

presentation of short papers and briefings. A field trip is planned for practical application of classroom instruction. Cadets enrolled in this class attend a one-hour weekly leadership lab. (Two credits.)

401. Military Law and Leadership I.

An introduction to military law and the armed forces judicial system with primary emphasis on the leader's responsibility. The course traces the development of the American military justice system, defines unique military terminology, and reviews procedures available for the commissioned officer in the administration of military justice. Students will participate in the practical application of staff functions. Also discussed are the branches of the Army, Army personnel management system, Army logistics systems, and post/installation support. Cadets enrolled in this class plan and execute a department field trip. Cadets enrolled in this class attend a one-hour leadership lab weekly. (Two credits.)

402. Military Leadership II. Emphasis on the influence, processes, and the development of social exchange skills that occur in the achievement of effective organizational performance. A review and study of characteristics of the historical development of a profession and the military in particular. Also included is a discussion of the transition from cadet to lieutenant, the role of the NCO, conflict management, stress, and a land navigation review. Students in this class plan and execute a department field trip and attend a one-hour leadership lab weekly. (Two credits.)

MODERN FOREIGN LANGUAGES

■ **French, Spanish Major.** A major in French or Spanish consists of a minimum of eight courses beyond the 102 level. Students planning careers in international business or government should consult the department for specific course recommendations. The Modern Foreign Languages Department encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every way it can.

■ **French, Spanish Minor.** A minor in French or Spanish consists of a minimum of five courses beyond the 102 level.

■ **Secondary Teaching.** Those students seeking secondary certification are required to complete the course work for a major in French or Spanish. In addition, candidates for secondary certification must take Modern Foreign Languages 460 and two additional courses to be decided in consultation with the department. Please also refer to the section on Secondary Education under Education.

SPANISH

101G. Elementary Spanish I. An introduction to Spanish both as a spoken and written language with attention to pronunciation and practice in using the language, and as the communication system for a different culture, including distinct thought processes and viewpoints. (Four credits.)

102G. Elementary Spanish II. A continuation of Spanish 101. Prerequisite: A passing grade in Spanish 101 or placement. (Four credits.)

201. Intermediate Spanish. Emphasis on the spoken and written language aimed toward accurate oral and written expression. Includes review of grammar. Students become further acquainted with cultural aspects of Spain and Spanish

America. Prerequisite: A passing grade in Spanish 102 or placement. (Three credits.)

210. Advanced Composition and Conversation. A study of the structure of the Spanish language beyond the intermediate level. Includes conversation based on readings and written composition aimed toward accuracy of expression. Prerequisite: Spanish 201 or its equivalent. (Three credits.)

250. Special Topics. (Three credits.)

252. Culture, Folklore, and Historical Background of the Spanish-Speaking World. A study of Spanish civilization, the development of Hispanic culture, and its ramifications in other countries. Prerequisite: Spanish 201 or its equivalent. (Three credits.)

310. Introduction to Spanish Literature. An introduction to the genres of poetry, narrative, drama, and essay, and to basic literary analysis, using representative works from Hispanic and Hispanophone literature. Prerequisite: Spanish 210 or placement. (Three credits.)

321. The Golden Age of Spanish Literature. A study of the *Quijote* and the poetry and drama of the Renaissance and Baroque periods. Prerequisite: Spanish 310 or consent of the instructor. (Three credits.)

322. 19th-Century Spanish Literature. A study of representative works from the Romantic, Realist, and Naturalist movements in Spain. Prerequisite: Spanish 310 or consent of the instructor. (Three credits.)

323. 20th-Century Spanish Literature. An examination of Spanish literature as a reflection of 20th-century Spanish society. Prerequisite: Spanish 310 or consent of the instructor. (Three credits.)

324. Latin American Literature. An overview of tendencies in Latin American literature with special emphasis on contemporary literature. Prerequisite: Spanish 310 or consent of the instructor. (Three credits.)

326. Topics in Spanish. A detailed study of a selected topic related to the Spanish language or Hispanic literature. May be repeated for credit. Prerequisite: Spanish 310 or consent of the instructor. (Three credits.)

FRENCH

101G. Elementary French I. An introduction to French both as a spoken and written language with attention to pronunciation and practice in using the language, and as the communication system for a different culture, including distinct thought processes and viewpoints. (Four credits.)

102G. Elementary French II. A continuation of French 101. Prerequisite: A passing grade in French 101 or placement. (Four credits.)

201. Intermediate French. Includes selected readings from modern literature with continued oral and written practice and review of grammar. Prerequisite: French 102 or placement. (Three credits.)

210. Advanced Composition and Conversation. A study of the structure of the French language beyond the intermediate level. Includes continued grammar study, written and oral composition, and an insistence on accuracy of expression. Prerequisite: French 201 or its equivalent. (Three credits.)

250. Special Topics. (Three credits.)

252. Culture, Folklore, and Historical Background of the French-Speaking World. A study of French civilization, the development of French culture, and its ramifications in other countries. Prerequisite: French 201 or its equivalent. (Three credits.)

310. Introduction to French Literature. An introduction to the genres of poetry, narrative, drama, and essay, and to basic literary analysis, using representative works from French and

Francophone literature. Prerequisite: French 210 or placement. (Three credits.)

340. Medieval, Renaissance, and Preclassical French Literature. A study of selected masterpieces of French literature from the Middle Ages, the Renaissance, and the Preclassical or Baroque periods with attention to the cultural milieu in which the works were produced. Prerequisite: French 310 or consent of the instructor. (Three credits.)

341. Classicism, Voltaire, and Diderot. A study of selected French masterpieces from the period of *le grand classicisme* and of the works of Voltaire and Diderot with attention to the cultural milieu in which the works were produced. Prerequisite: French 310 or consent of the instructor. (Three credits.)

342. Rousseau and the 19th-Century. A study of selected writings by Rousseau and masterpieces of 19th-century French literature with attention to the cultural milieu in which the works were produced. Prerequisite: French 310 or consent of the instructor. (Three credits.)

343. Modern French Literature. A study of selected masterpieces of 20th-century French literature with attention to the cultural milieu in which the works were produced. Prerequisite: French 310 or consent of the instructor. (Three credits.)

GERMAN

101G. Elementary German I. An introduction to spoken and written German with attention to pronunciation and practice in using the language and as the communication system for a different culture, including distinct thought processes and viewpoints. (Four credits.)

102G. Elementary German II. A continuation of German 101. Prerequisite: A passing grade in German 101 or placement. (Four credits.)

201. Intermediate German. A continuation of German 102 in which

students complete their overview of German grammar and further develop their skills in speaking, listening, and reading. Prerequisite: German 102 or placement. (Three credits.)

MODERN FOREIGN LANGUAGES

220. Individual Study. Students arrange appropriate sophomore-level independent study projects with individual instructors in their major language. (One to four credits.)

250. Special Topics. (Three credits.)

320. Individual Study. Students arrange appropriate junior-level independent study projects with individual instructors in their major language. (One to four credits.)

340. Introduction to Linguistics and Phonetics. A course designed for students interested in the structure and phonetics of modern languages. (Three credits.)

420. Individual Study. Students arrange appropriate senior-level independent study projects with individual instructors in their major language. (One to four credits.)

460. Methods of Teaching Modern Foreign Languages. A study of the methods of teaching modern foreign languages. Required for secondary certification. Co/prerequisite: Education 340. (Three credits.)

ENGLISH AS A SECOND LANGUAGE

The English as a Second Language (ESLG) Program serves international students who need additional instruction in English before undertaking full-time course work in the regular academic program. Upon arrival, all international students take a proficiency test to assess their fluency in English. Students who have not achieved the necessary competence will be required to devote at least part of their time to ESLG study. Students enrolled in the program are

evaluated at the end of each semester to determine their readiness to move into a full-time load of college classes.

Besides preparing students for academic work, the program seeks to help students develop those language skills that will enable them to participate fully in the social life of the College community and to become oriented to American society.

110G. American Language and Culture I. A course for international students in their first term who need additional instruction in English and an orientation to American life before assuming a full-time course load; designed to help them successfully compete with their American peers. Includes practice in contemporary spoken English, advanced listening comprehension, linguistic analysis of sentences and text, critical reading skills, and academic writing and test-taking. In addition, topics in intercultural communication and American history and culture are studied. (Four credits.)

115G. American Language and Culture II. A continuation of English as a Second Language 110 with greater emphasis on individual needs. During the second half of the semester, students meet only weekly in individual sessions with the instructor. Prerequisite: English as a Second Language 110 or placement. (Three credits.)

116G. American Language and Culture III. A continuation of English as a Second Language 110 with greater emphasis on individual needs through individual sessions with the instructor. Prerequisite: English as a Second Language 110 or placement. (Three credits.)

120. Academic Writing. A course for international students designed to introduce them to American academic writing expectations, including Western expository modes and their applications, and the process of researching and writing a term paper. (Three credits.)

130. Independent Study. An opportunity to pursue a project or special study in a selected area. May be repeated for credit. (One to three credits.)

MUSIC

■ Music Major.

• **GENERAL MAJOR.** The program for the general music major includes Music 121; 122; 123; 124; 321; 322; 420; at least two courses chosen from Music 201, 202, 302, 303; four credits in applied music; eight credits in ensemble; attendance at campus concerts and recitals. The major should refer to the Music Department Handbook for additional policies.

The culminating experience for music majors is an independent study in the senior year consisting of an in-depth investigation of a topic chosen by the student in conjunction with the advisor.

• **PERFORMANCE.** Music majors who concentrate in performance must take an additional eight credits of applied music in their major instrument and present a full recital during the senior year. Other requirements for the general major apply.

• **MUSIC BUSINESS.** Majors with an interest in music business take Accounting 203; Business Administration 305; 306; 307; Computer Science 125; Music 351. Other requirements for the general major apply.

• **JAZZ.** Majors with an interest in jazz take Music 121; 122; 123; 124; 203; 303; 321; 322; 420; four credits in applied music; 16 credits in ensembles (must include jazz ensemble in addition to primary ensemble each semester).

■ **Music Minor.** The minor in music is designed for those students who wish to develop both their performance skills and their general understanding of music. The minor requires two courses (taken in sequence) chosen from Music 121, 122, 123, 124; one course chosen from Music 201, 202, 203, 302, 303; one course chosen from Music 321, 322; four credits in applied music (including two credits in piano if not the major applied instrument); four credits in ensembles. In addition, attendance at campus concerts and recitals is expected each semester.

■ **Music Education.** Students preparing for certification in secondary vocal-music education take Music 121; 122; 123; 124; 201; 202; two courses chosen from Music 252, 253, 254, 255; Music 313; 321; 322; 420; eight credits of applied music; eight credits of ensembles. They must also satisfy the professional education requirements.

Students preparing for certification in secondary instrumental-music education take Music 121; 122; 123; 124; 201; 202; four courses chosen from Music 251, 252, 253, 254, 255; Music 314; 321; 322; 420; eight credits of applied music; eight credits of ensembles. In addition, they must satisfy the professional education requirements.

Students preparing for a special K-12 vocal certificate take Music 312 in addition to the vocal-music education program.

Students preparing for a special K-12 instrumental certificate take Music 312 in addition to the instrumental-music education program.

APPLIED MUSIC

Performance instruction is available by audition or by consent of the instructor and consists of one half-hour lesson per week with at least one hour of daily practice for one credit per semester. Music majors or other advanced students may study for two credits per semester, requiring a one-hour individual lesson each week and at least two hours of daily practice.

Music majors are expected to demonstrate competence on the keyboard by passing an examination in functional piano. Piano study for music majors who have had little experience with a keyboard instrument is strongly recommended for the freshman year as a basis for further study of music.

Odd-numbered courses carry one credit per term; even-numbered courses carry two credits.

141G. Organ. (One credit.)

142G. Organ. (Two credits.)

145G. Piano. (One credit.)

146G. Piano. (Two credits.)

151G. Voice. (One credit.)

152G. Voice. (Two credits.)

153G. Strings—Fretted Instruments. (One credit.)

154G. Strings—Fretted Instruments. (Two credits.)

155G. Strings—Violin/Viola/Cello. (One credit.)

156G. Strings—Violin/Viola/Cello. (Two credits.)

161G. Woodwinds. (One credit.)

162G. Woodwinds. (Two credits.)

165G. Brass. (One credit.)

166G. Brass. (Two credits.)

171G. Percussion. (One credit.)

172G. Percussion. (Two credits.)

ENSEMBLES

The following ensembles are open to all students by audition or by consent of the instructor. Each carries one credit per semester.

131G. Jazz Band. CR/NC. (One credit.)

132G. Vocal Jazz. CR/NC. (One credit.)

133G. Sound of Five/Vocal. CR/NC. (One credit.)

134G. Sound of Five/Instrumental. CR/NC. (One credit.)

181G. Vocal Chamber Music. CR/NC. (One credit.)

182G. Instrumental Chamber Music. CR/NC. (One credit.)

184G. Concert Choir. CR/NC. (One credit.)

185G. Wind Ensemble. CR/NC. (One credit.)

186G. Highlanders. CR/NC. (One credit.)

COURSES

101G. Introduction to Music. A study of musical materials, principles of organization, and historical styles. Designed to develop an understanding of music. (Three credits.)

121. Theory of Music I. An introductory investigation into the basic theoretical foundations of music—melody, harmony, rhythm, tone color, and form—through the study of music from various stylistic periods and the development of skills in listening, singing, keyboard, composition, and analysis. (Three credits.)

122. Theory of Music II. A continuation of Music 121 at the elementary level. Prerequisite: Music 121 or consent of the instructor. (Three credits.)

123. Theory of Music III. A continuation of Music 122 at the intermediate level. Prerequisite: Music 122 or consent of the instructor. (Three credits.)

124. Theory of Music IV. A continuation of Music 123 at the advanced level. Prerequisite: Music 123 or consent of the instructor. (Three credits.)

191. Advanced Conducting. (One credit.)

192. Advanced Conducting. (Two credits.)

195. Composition. (One credit.)

196. Composition. (Two credits.)

201. Introduction to Conducting. An introduction to the principles of conducting that includes interpretive study of choral and instrumental scores. May include conducting campus music groups. Prerequisite: Music 124 or consent of the instructor. (Three credits.)

202. Orchestration and Arranging. A study of orchestral and band instruments and their use in small and large ensembles. Students arrange music for a variety of performing groups in various musical styles. Prerequisite: Music 124. (Three credits.)

203G. Evolution of Jazz. A study of the origin and development of jazz and its components. Designed to develop an understanding of jazz as it relates to American society and other styles of music. (Three credits.)

250. Special Topics. (Three credits.)

251. Vocal Techniques. A study of basic vocal pedagogical techniques through singing, listening, and working with others in a classroom setting. For students preparing to teach music at the elementary or secondary level. Prerequisite: Music 124 or consent of the instructor. (One credit.)

252. String Techniques. A study of the techniques of playing the violin, viola, cello, and double bass for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 124 or consent of the instructor. (One credit.)

253. Woodwind Techniques. A study of the techniques of playing the flute, oboe, clarinet, bassoon, and saxophone for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 124 or consent of the instructor. (One credit.)

254. Brass Techniques. A study of the techniques of playing the trumpet, French horn, trombone, baritone, and tuba for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 124 or consent of the instructor. (One credit.)

255. Percussion Techniques. A study of the techniques of playing the timpani, snare drum, bass drum, mallet, and auxiliary percussion instruments for students preparing to teach music at the elementary or secondary level. Prerequisite: Music 124 or consent of the instructor. (One credit.)

302. Form and Analysis. An examination of the significant formal structures in Western tonal music through various analytical techniques. Prerequisite: Music 124. (Three credits.)

303. Fundamentals of Jazz Improvisation. A study of harmony and performance as they relate to jazz improvisation. Through listening and analysis, students learn the improvisation principles of the representative jazz styles and apply those principles in their own performances. Prerequisite: Music 124 or consent of the instructor. (Two credits.)

312. Teaching Music in the Elementary School. A study of music fundamentals, teaching skills, and teaching methods at different grade levels. Includes comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique. (Three credits.)

313. Music Education I. A study of the teaching and administration of vocal music in secondary schools. Topics include the general music program, the changing voice, instructional problems, and materials for vocal ensembles. Prerequisite: Music 124. (Three credits.)

314. Music Education II. A study of the teaching and administration of instrumental music in secondary schools.

Topics include techniques of group instruction, materials, equipment, organization, budgeting, and the rehearsing of bands and orchestras. Prerequisite: Music 124. (Three credits.)

321. History and Literature of Music I. A study of music from the earliest times to 1750. Emphasizes works, styles, and formal and theoretical considerations. Includes an introduction to bibliographic materials and procedures for research in music. Prerequisite: Music 124 or consent of the instructor. (Three credits.)

322. History and Literature of Music II. A study of music from 1750 to the present. Emphasizes works, styles, and formal and theoretical considerations. Includes continued study of bibliographic materials and procedures. Prerequisite: Music 124 or consent of the instructor. (Three credits.)

351. Music Business Seminar. A study of the various materials and resources available to the student interested in music business. Also examined are publishing, copyright, artist management, recording, broadcasting, and career development. May be repeated for credit. (Two to four credits.)

420. Independent Study. Individual study of a topic of special interest directed by a member of the music faculty. May be repeated for credit. Prerequisite: Music 322 or consent of the instructor. (Three credits.)

PHILOSOPHY AND RELIGIOUS STUDIES

PHILOSOPHY

■ **Philosophy Major.** The major in philosophy consists of at least nine courses beyond Philosophy 101, Introduction to Philosophy. Required courses include four under the History of Philosophy rubric and Philosophy 102, Introduction to Logic. The remaining four should be drawn from the pool of courses under the “Problems, Themes, Topics, Areas” rubric. Philosophy 450, Reading and Thesis, is also required of all majors as their capstone experience in the discipline. Majors interested in graduate study in philosophy are strongly encouraged to take language courses beyond what is required in the general education program. Where this general education requirement in language has been fulfilled, the student either takes the next course in the sequence beyond 102 or 101 in a language other than the one studied for general education purposes. Graduate programs will require reading knowledge most often of the following: German, French, Greek, Latin.

■ **Philosophy Minor.** The minor in philosophy consists of five courses beyond Philosophy 101, Introduction to Philosophy. Of these, three must be in the history of philosophy and two in two of the following areas: aesthetics, epistemology, ethics, and logic.

101. Introduction to Philosophy. An examination of the critical questions posed by philosophical discourse both as a distinctive way of speaking and a peculiar form of writing. Typical questions introduce the student to epistemological, metaphysical, and axiological concerns. A principal issue is the relation of thought or speech to Being. (Three credits.)

102. Introduction to Logic. A study of fundamental distinctions required for

effective reasoning such as truth and validity, deduction and induction. Application of procedures for testing the validity of arguments to concrete situations with a view to determining the central importance of logic for the sciences. (Three credits.)

211. Philosophy of Education. What is “education?” What does it mean to become “educated?” What does it mean when we intend to “educate” a group of children? What should be the true goals and tasks of the “educator” and what should not? Who is “the good teacher?” How do the educator’s convictions about reality, knowledge, life, death, society, and the self come into play in the process of education? What is “philosophy?” How does philosophy provide critical resources for reflection on the most fundamental questions facing the educator? How can philosophy help you appropriate a set of convictions, concepts, stories, values, and theories that will enable you to become the person you most want to be, “the good teacher?” This course is designed for students entering the teaching profession. Prerequisite: Sophomore standing. (Three credits.)

213. Philosophy of Religions. The purpose of this course is to understand how we should use the resources of philosophy to interpret, criticize, and appropriate religious claims to meaning, truth, and fulfillment. The subject matter includes selected readings from both classic and contemporary texts in the philosophy of religions. Within this historical framework, topics include different concepts of God, whether God exists, the meaning of “religion” and the religions, the meaning of religious experience, the problem of evil, whether there is life after death, the religious significance of atheism, and the different kinds of religious language. (Also Religion 213.) (Three credits.)

215. American Philosophy. The central focus of this course is the thought and influence of American philosophers in

relation to the history of ideas. The unique social setting, development, and perspective of the American people provide the locus for discussion of the Puritan world view, the religious influence of Jonathan Edwards, the political philosophy of the American Revolution, the transcendental temperament of Ralph Waldo Emerson, and the transformation of values since the Civil War. Primary consideration will be given to the contributions of the great American Pragmatists. The course will also consider the relationship of scientific and philosophical thought, the ongoing American dialogue with primarily European philosophical movements, and the role of philosophy in modern America. (Three credits.)

250. Special Topics. (Three credits.)

301. Greek Philosophy. A studied attempt at retracing the original steps taken by the philosophical imagination in the inauguration of the history of metaphysics. The course will attend specifically to the play of *logos* in the unfolding of that history and the correlative formation of metaphor for the expression of thought and Being. The course allows for general examination of the pre-socratics and an emphasis upon foundational texts by Plato and Aristotle. (Also Classics 301, Systems of Thought and Belief 404.) (Three credits.)

302. Modern Philosophy. The decisive turn of the quarrel between the ancients and modernity. Particular attention is focused on the rise of rationalism and the emergence of empiricism during the Renaissance and the Enlightenment. Kant's synthesis of these developments in critical idealism and the reflective character of German Idealism are examined. (Also Systems of Thought and Belief 438.) (Three credits.)

303. Ethics. The purpose of this course is to enable you to tell the history of moral philosophy in western societies. Within this historical framework we will

ask, what is "morality?" What is "ethics?" Are they identical or different? Do we best think about morality and ethics in terms of systems, theories, and rules, or in terms of narratives, communities, and character? Are there such things as absolute moral rules? If not, are we forced to embrace moral relativism in the sense that one's morals are a matter of personal preference alone? Is there a way to think and live beyond the dogmas of absolute moral rules and the skepticism of moral relativism? With these concerns in mind we then turn to some specific ethical issues; for example, sexual intimacy, reproductive choices, human rights, the moral sense of nature, violence and war, racism and sexism, or ethical choices in science, technology, and society. (Also, Systems of Thought and Belief 476.) (Three credits.)

306. Medieval Philosophy. An examination of the entangled relations of philosophy and the theology of three great world religions: Judaism, Christianity, and Islam. St. Augustine, St. Anselm, Averroes, Moses, Maimonides, and St. Thomas Aquinas are of particular interest. Issues of primary concern include the ontological argument, the problem of universals, the refutation of skepticism, the relation of faith and reason, and the foundations of ethics. (Also Systems of Thought and Belief 406.) (Three credits.)

308. German Idealism. An examination of Kant's "second Copernican Revolution" and the ensuing development of idealism in 18th and 19th century German philosophy. Readings in Kant's *Critique of Pure Reason*, Fichte's *Theory of Science*, Schelling's *System of Transcendental Idealism*, and Hegel's *Phenomenology of Spirit*. (Three credits.)

315G. Aesthetics. Examines perennial questions concerning beauty in works of art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral duty,

and the impact of these matters on inquiries in related disciplines, i.e. linguistics, psychoanalysis, and religious studies. Prerequisite: Philosophy 101 or junior standing. (Three credits.)

320. Individualized Study. Directed research and writing in an area of special interest to the student. (Three credits.)

411. Introduction to Political Philosophy. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. (Also Government 411, Systems of Thought and Belief 435.) (Three credits.)

412. Close Encounters in Political Philosophy. A focused study of selected issues, themes, thinkers, or schools of thought in political philosophy. May be repeated with permission of the instructor. (Also Government 412.) (Three credits.)

450. Reading and Thesis. A thorough examination of a philosophical topic and the composition of an extended essay involving in-depth research and independent analysis and/or synthesis, under the individualized direction of a faculty member. Required for philosophy majors as the culminating experience of their program of study, and open only to senior majors. (Three credits.)

RELIGIOUS STUDIES

■ **Religious Studies Major.** The major in religious studies consists of 10 courses including three courses in Bible (101, 102, 201, or 202), one course in a non-Western religion which may be applied toward the general education requirement in Human Societies (210, 322, or 324), Philosophy of Religions (213), two courses in theological topics (203, 205, 215, or 217), two courses in religion and culture (206, 222, 225, or 230), and one course in Reading and Thesis (450). Religious studies majors are strongly urged to take courses beyond

the general education requirements in ancient and modern languages: Greek, Hebrew, Latin, German, or French.

■ **Religious Studies Minor.** The minor in religious studies consists of five courses, of which three must be above the 100 level. Of the five courses one must be in Bible, one in a non-Western religion which may be applied toward the general education requirement in Human Societies, and one in theological topics.

101G. Hebrew Scriptures. An examination of the Old Testament from historical, literary, and theological perspectives. (Three credits.)

102. Jesus. A study of the life, character, and teachings of Jesus as recorded in the New Testament with consideration of various estimations of his person and message. (Three credits.)

201G. Paul and the Early Church. A study of the formative influence of Paul in introducing and developing Christianity in Western civilization, based primarily on Pauline and Deutero-Pauline epistles and The Acts of the Apostles. Serious attention is given to Paul's particular understanding of the Gospel and the social-political and religious environment of the Pauline period. (Three credits.)

202. Biblical Theology. A study of the theological significance of particular genres within the Bible, e.g., apocalyptic literature in Hebrew and Christian Scripture (Daniel and Revelation), prophetic writings, wisdom literature, creation hymns and psalms, the parables, the Christ hymns, the Johannine literature (the Gospel of John, 1, 2, 3 John), or the writings of early Catholicism (1, 2 Timothy and Titus). (Three credits.)

203G. Christianity: Three Traditions. An introduction to the history, theology, and practices of Eastern Orthodoxy, Roman Catholicism, and Protestantism.

Readings include the writings of Origen, the Cappadocian Fathers, Augustine, Anselm, Aquinas, Luther, Calvin, and Simons. (Three credits.)

205G. Catholic Theology and Practice. A study of the teachings and practice of the Roman Catholic Church, currently and historically. The course is usually taught by a Roman Catholic clergyman and a member of the department. (Three credits.)

206G. Religious Perspectives on Moral Issues: Race, Difference, and Pluralism. An inquiry into the moral significance of "race" as a category of human difference and identity from the perspective of four traditions of African American thought: the exceptionalists, the assimilationists, the marginalists, and the humanists. The crucial role of Jewish, Christian, and Muslim practices, stories, and concepts in these four traditions will be explored. The course will conclude with an assessment of whether the concept and practice of "racial pluralism" provides a viable alternative to modern forms of segregation, desegregation, and integration. The course will provide each participant with a rich background of concepts, stories, arguments, and strategies for developing a theological ethic of racial difference, identity, and pluralism. (Three credits.)

210G. Judaism and Islam. A study of the origins, history, rituals, sacred writings, beliefs, practices, and modern developments of the people called "Jews" and "Muslims." Special attention is given to understanding what they share in common and how they differ. (Three credits.)

213. Philosophy of Religions. The purpose of this course is to understand how we should use the resources of philosophy to interpret, criticize, and appropriate religious claims to meaning, truth, and fulfillment. The subject matter includes selected readings from both classic and contemporary texts in the

philosophy of religions. Within this historical framework, topics include different concepts of God, whether God exists, the meaning of "religion" and the religions, the meaning of religious experience, the problem of evil, whether there is life after death, the religious significance of atheism, and the different kinds of religious language. (Also Philosophy 213.) (Three credits.)

215. Modern Religious Thought. A study of the challenge of the Enlightenment and 19th century critical thought to Christianity and Judaism, and the variety of responses developed by theological writers. The course will focus in particular on 19th century Protestant liberalism, Protestant fundamentalism, 20th century theologies of the Word, and Vatican II as typical theological responses to the intellectual challenges of modernity. (Three credits.)

222. Science, Religion, and Theology. A study in the history and contemporary dimensions of the conversation and conflict between scientific communities and communities of faith. Issues of the practice of historical-criticism, the conflict over doctrines of creation, theories of evolution and theistic evolution, moral issues provoked by the advance and cost of medical technology, and others will be explored. (Three credits.)

225G. Symbol, Metaphor, and Story in Religious Literature. Theories about symbol, metaphor, and myth of story have altered the way in which we read religious texts today. A study in the writings of Tillich, Ricoeur, Eliade, Dillistone, Campbell, Frei, Hauerwas, McFague, and others. (Three credits.)

230. Many Religions and the One True Faith. Many religions claim to be "the one true faith," yet their doctrines and practices are diverse. These diverse claims to truth and finality have been the source of both violent conflict and enriching conversation among religious communities. This course is an ecumenical

study of the salvific claims of the historic religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. (Three credits.)

250. Special Topics. (Three credits.)

317. Contemporary Religious Thought. A study of theological writers from 1965 to the present. The course will enable you to tell the history of how the influence of the theologians of the Word became eclipsed by the emergence of a wide variety of theological movements and methods since the 1960s; for example, the death of God movement, the impact of Vatican II, the theologies of liberation (Black, Feminist, Latin American, Asian), process theology, hermeneutical-political theology, global theologies of world religions, postliberal ecumenical theology, and Jewish-Christian dialogue. (Three credits.)

320. Individualized Study. Directed research and writing in area of special interest to student. May be repeated for credit. (Three credits.)

322G. Religions of China and Japan. A study of the origins, histories, thought, practices, and development of Buddhism, Taoism, Confucianism, and Shintoism. (Three credits.)

324G. Religions of Southeast Asia. A study of the origins, histories, thought, practices, and development of Hinduism and Buddhism on the subcontinent of India. (Three credits.)

450. Reading and Thesis. A thorough examination of a religious topic and the composition of an extended essay involving in-depth research and independent analysis and/or synthesis, under the individualized direction of a faculty member. Required for religious studies majors as the culminating experience of their program of study, and open only to senior majors. (Three credits.)

PHYSICAL EDUCATION

■ **Physical Education Major (without teacher certification).** Each student majoring in physical education and not seeking teacher certification completes Physical Education 110; 131; 180; 190; 210; 212; 220; one course chosen from Physical Education 315, 423; one course chosen from 316, 318, 319; 421; 430; 450.

■ **Physical Education Major (with teacher certification).** Students who wish to be certified to teach physical education should refer to the Education Department section of the catalog. A teacher preparation program requires Physical Education 180; 190; 210; 211; 212; 220; 315; one course chosen from Physical Education 316, 317, 318, 319; 325; 421; 423; 425; 430. Students who complete this program qualify for the special K-12 certificate. Students who seek only high school certification should refer to the Education Department section of the catalog on secondary education.

Students with teaching majors in other content areas may select physical education as a second teaching field. Such students must complete Physical Education 210; 211; 212; 311; 315; 320; 423; 430.

BASIC-SKILL COURSES

Each basic-skill course carries one semester of credit, and a maximum of one credit in basic skills may be counted toward the degree.

100. Aerobic Swimming. CR/NC. (One credit.)

101. Fundamentals of Basketball. CR/NC. (One credit.)

102. Fundamentals of Volleyball. CR/NC. (One credit.)

105. Wrestling. CR/NC. (One credit.)

110. Physical Fitness. CR/NC. (One credit.)

111. Weight Training. CR/NC. (One credit.)

121. Beginning Bowling. CR/NC. (One credit.)

122. Beginning Golf. CR/NC. (One credit.)

123. Beginning Tennis. CR/NC. (One credit.)

131. Swimming. CR/NC. (One credit.)

132. Handball. CR/NC. (One credit.)

133. Racquetball. CR/NC. (One credit.)

134. Archery. CR/NC. (One credit.)

136. Badminton. CR/NC. (One credit.)

137. Lifeguarding. CR/NC. (One credit.)

138. Water Safety Instruction. CR/NC. (One credit.)

152. Advanced Golf. CR/NC. (One credit.)

153. Advanced Tennis. CR/NC. (One credit.)

PHYSICAL EDUCATION COURSES

180. Personal and Community Health. An examination of personal and community health problems and information concerning personal, family, and community health for prospective teachers of health. (Three credits.)

190. Foundations of Physical Education. An introduction to the

profession emphasizing its history, principles, objectives, programs, and opportunities. (Three credits.)

210. Individual Sports. An analysis of the skills necessary to perform and teach selected individual sports. The student must demonstrate proficiency in each of the individual sports. (Three credits.)

211. Team Sports. An analysis of the skills, tactics, and strategies involved in basketball, volleyball, soccer, and softball with special emphasis on teaching the skill progressions in the respective sports. (Three credits.)

212. Rhythmic Activities. A study of the fundamentals of rhythms and of social, folk, and square dance. Emphasizes analysis of the skills and techniques of these rhythmic activities with special attention to methods of teaching them. (Two credits.)

220. Physical Fitness Concepts. A study of the role and value of physical fitness and exercise in the development of healthy bodies. Includes coverage of bodily responses to exercise, training principles, physical fitness evaluation techniques, and exercise program development. Participation in strenuous fitness activities are included. (Two credits.)

250. Special Topics. (One to three credits.)

311. Elementary School Physical Education. A study of the development of the physical education programs in the elementary grades. Emphasizes program content and methods of teaching physical education in the elementary school. (Also Education 311.) (Three credits.)

315. Kinesiology. An analysis of the mechanics and anatomy of human motion. Prerequisite: Biology 204. (Three credits.)

316. Coaching of Volleyball and Softball. A study of the methods and

techniques of coaching volleyball and softball. Emphasizes analysis of skills, team formation, and strategy. (Three credits.)

317. Coaching of Football. A study of the methods and techniques of coaching football. Offered in alternate years.

Prerequisite: Nonmajors must have permission of the department chair to enroll. (Three credits.)

318. Coaching of Basketball. A study of the methods and techniques of coaching basketball. Offered in alternate years. Prerequisite: Nonmajors must have permission of the department chair to enroll. (Three credits.)

319. Coaching of Baseball and Track. A study of the methods and techniques of coaching baseball and track and field. Offered in alternate years. Prerequisite: Nonmajors must have permission of the department chair to enroll. (Three credits.)

320. Curriculum and Methods of High School Physical Education. A study of the methods of teaching physical education in secondary schools. Open only to teacher education candidates in physical education in secondary schools. May not be counted toward a major in physical education. (Also Education 320.) (Three credits.)

325. Athletic Training and First Aid. A study of athletic injuries and first aid emphasizing safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment, and rehabilitation. (Two credits.)

420. Independent Study. Developed with the guidance of the department chair. Arrangements must be made with the chair before a student may enroll. (One to three credits.)

421. Organization and Administration. A study of the administration of physical education,

intramural, and athletic programs. Coverage also includes administrative theory and functions. (Three credits.)

423. Physiology of Exercise. A study of functional responses of the human body during movement with special attention to the elementary physiological principles underlying exercise and training. Includes laboratory. Prerequisite: Biology 204. (Three credits.)

425. Tests and Measurements in Physical Education. A study of tests and measurements used in physical education. Emphasizes the administration of tests and grading procedures. Open only to teacher education candidates in physical education. (Three credits.)

430. Adapted Physical Education. A study of physical education for the atypical student. Emphasis is on the study of various handicapping conditions and the role of exercise for those conditions. Open only to teacher education candidates in physical education. (Three credits.)

450. Problems in Physical Education. May include projects, internships, individual study, and other forms of independent study. Designed as the culminating experience for majors not seeking teaching certification. Prerequisites: Senior standing and approval of the department chair. (Three credits.)

PHYSICS

■**Physics Major.** The department major includes seven or more courses, no fewer than 28 semester hours, approved by the department. At least two courses must be at or above the 300 level and the student must complete the prerequisite mathematics courses (typically the calculus sequence through differential equations). Unless prior study or experience persuades the department to the contrary, students should expect to include Physics 130, 132, 208, 210, 302, and 303 in their program. All juniors and seniors are expected to participate in science seminar (Physics 350). Seniors must complete an independent study project.

■**Physics Minor.** The department minor requires five courses: Physics 130 and 132, two courses numbered above 200, and one course numbered above 300. The Physics 190 course may be substituted for a 200 level course.

■**Secondary Teaching.** A physics major can prepare for secondary level certification by completing the teacher education program as outlined by the Education Department.

103G. Astronomy. A study of astronomical observation and instrumentation-telescopy, spectroscopy, and radio astronomy. Topics include the solar system, the sun, and other stars. Includes lecture and laboratory. (Four credits.)

130G. Introductory Physics I. Mechanics, thermodynamics, topics in electricity. Corequisite: Mathematics 151. (Five credits.)

132G. Introductory Physics II. Continuation of Physics 130. Electricity and magnetism, waves, optics, topics chosen from special relativity, atomic and nuclear physics. Corequisite: Mathematics 152. (Five credits.)

190. Digital Electronics for Computer Science. An introduction to digital circuit elements, including the microprocessor. Emphasizes practical experience. Prerequisite: Computer Science 160. (Also Computer Science 190.) (Four credits.)

208. Newtonian Mechanics. Topics include dynamics, motion of a particle in three dimensions, systems of particles, rotational dynamics, gravitation, and noninertial reference frames. Prerequisites: Mathematics 253, Physics 132. (Three credits.)

210. Experimental Methods and Circuit Analysis. A study of the use of instruments for the precise measurement of electrical quantities. Includes error analysis and circuit analysis. Prerequisite: Physics 132. (Four credits.)

211. Analog Electronics. A laboratory-oriented course in electronics for science majors. Offered in alternate years. Prerequisite: Physics 132 or consent of the instructor. (Four credits.)

212. Optics. A study of geometrical and physical optics. Topics include optical instruments, interference, diffraction, dispersion, and topics in modern optics. Offered in alternate years. Prerequisites: Mathematics 254, Physics 132, or consent of the instructor. (Four credits.)

302. Quantum Mechanics and Atomic Physics. A study of atomic and molecular structure, integrated with an introduction to quantum mechanics. Topics include evidence for the atomic structure of matter, analysis of absorption and emission spectra, properties of the nonrelativistic Schrodinger equation, and its single-particle solutions for various force laws. Prerequisites: Mathematics 254, Physics 208. (Four credits.)

303. Electricity and Magnetism. An intermediate course in the principles of electricity and magnetism. Prerequisites: Mathematics 254, Physics 132. (Three credits.)

311. Topics in Mathematical Physics. A study of some important mathematical and computational methods applicable to the various branches of physical science. Topics include Fourier series applications, integral transforms, special functions, series solutions of differential equations, partial differential equations, and coordinate transformations. The computational methods include simulation techniques, numerical integration, and Monte Carlo procedures. (Three credits.)

312. Quantum Mechanics II. Further development of the mathematical methods of quantum mechanics. Three-dimensional many-body problems are considered in greater detail. Topics include matrix formulation, perturbations, and introductory relativistic quantum mechanics. Prerequisite: Physics 302. (Three credits.)

325. Solid-State Physics. An introduction to solid-state physics, including crystal structure and the thermal, dielectric, and magnetic properties of solids. Topics include band theory and semiconductors. Offered in alternate years. Prerequisite: Physics 302. (Four credits.)

350. Science Seminar. An introduction to the literature of the physical sciences providing the student with the opportunity to prepare and present reports. Required of juniors and seniors majoring in chemistry, geology, and physics. Other students are invited to participate. May be repeated up to four credits. (One credit.)

356. Statistical Physics. An introduction to statistical mechanics and thermodynamics. Offered in alternate years. Prerequisites: Mathematics 254, Physics 132. (Three credits.)

401. Senior Seminar. Special topics in physics. Prerequisites: Physics 210, 212, 303, 325. (Three credits.)

420. Independent Study. An individual project in theoretical or experimental physics chosen by the student in consultation with the physics faculty. Prerequisites: Physics 210, 212, 303, 325. (Four credits.)

POLITICAL ECONOMY AND COMMERCE

The Department of Political Economy and Commerce offers three majors, namely, accounting, business administration, and economics; a minor in business; and the opportunity to specialize in management, finance, marketing, international business, or public management.

The department's focus, and hence its name, is a general approach to economic and commercial activity. The department emphasizes the study of business as concrete social and historical phenomena. An emphasis is also placed on the relationship between commercial activity and the social context which it creates and which influences it, and on the consequences of commercial and economic development in the modern world.

The department curriculum focuses upon how society is organized to produce goods and services. It is through this broader, more historical approach that the student gains a realistic perspective of modern business and the competitive global environment. The student gains the values, the principles, and the insight to weigh short-term versus longer-term profit, to weigh technical versus fundamental analyses.

Business majors are required to take courses in finance, accounting, quantitative analysis, marketing, and management plus supporting communicative skills from other departments. Economics majors study the major areas of economic theory and econometrics. Accounting majors study a complete series of accounting theory. Yet, rather than the simple acquisition of technical skills, majors are also required to take courses which place these issues in a historical and institutional context; thus, the student learns to understand why the issues and techniques are important.

ECONOMICS

■ **Economics Major.** The major program in economics consists of Economics 200; 300; 301; 371; 401; four courses chosen from Economics 310, 311, 320, 330, 331, 351, 360, 361, 370, 402, 420; Mathematics 106. Students planning on graduate school in economics are encouraged to complete a minor in mathematics.

120G. Contemporary Economic Problems. Interpretation and analysis of recent economic events, problems, and policy issues based upon economic principles. (Three credits.)

200. Principles of Economics. Basic principles and processes in micro- and macro-economics are surveyed; production, market structures, consumption pattern, role of competition and prices; determinant of national income, employment, inflation, and exchange values and role of monetary and fiscal policy. (Four credits.)

300. Intermediate Price Theory. A rigorous analysis of the modern micro-economic theory of the behavior of the firm and the individual. Prerequisite: Economics 200. (Three credits.)

301. Intermediate Macroeconomics. A detailed examination of the elements that determine the level of national income. Includes analysis of government fiscal and monetary policies. Prerequisite: Economics 200. (Three credits.)

310. Regulation and Legislation. Analyzes the forces leading to government regulation, the consequences of such regulation, detailed examination of several regulated industries and environmental policies. Prerequisite: Economics 200 or consent of the instructor. (Three credits.)

311. Labor, Unions, and Industrialization. An introduction to the institutional aspects of the American labor force and its organization, wage

and employment theory, the economic role of collective bargaining, and the basic ingredients of public policy toward labor organizations. Prerequisite: Economics 200. (Three credits.)

320. Industrial Organization. Analysis of the firm and market structure, conduct, and performance. How market structure affects the conduct of firms, and how both structure and conduct affects firm and market performance. Special emphasis is placed on the relevance of this body of knowledge to the individual businessman. (Three credits.)

330. Technology and Economic Growth. Examination of theories and policies of economic growth. Emphasis is placed upon the role of technological change in affecting growth rates. Theories are applied to national growth, to the growth of regional economies, and to business corporations. Offered in alternate years. (Three credits.)

331. Political Economy of Development. A study of contemporary theories of the development of industrial societies which stresses the relationships among various social institutions within the society and among different nations. Prerequisites: Junior standing or permission of the instructor. Offered in alternate years. (Three credits.)

351G. Comparative Economic Systems. An analysis of the significant similarities and differences in the development, structure, operation, and policies of market-directed, controlled, and mixed economies—with special attention to significant characteristics in economies evolving in non-Western societies. Prerequisite: Economics 200 or permission of the instructor. (Three credits.)

360. International Trade and Finance. An analysis of the forces affecting, as well as the theory and policy of, international trade and finance. The international monetary system, balance

of payments, tariff policies, trade practices, and trade organizations will be emphasized—as well as consequences for individual firms, multinational corporations, and government owned firms. Prerequisite: Economics 200 or consent of the instructor. (Three credits.)

361. History of Economic Thought. An examination of major contributions to thought and their significance for modern theory. Prerequisite: Economics 200 or consent of the instructor. (Three credits.)

370. Public Finance. An examination of the theory and practice of government expenditure, revenue, and debt; the problems of integrating these into a meaningful fiscal policy; and their effect on the distribution of income. Prerequisite: Economics 200 or consent of the instructor. (Three credits.)

371. Introduction to Econometrics. Single equation linear statistical models, estimation and hypothesis testing; serial correlation, heteroscedasticity; errors in variables; introduction to simultaneous equation models. Emphasis on interpretation and application of econometric models and methods. Offered in alternate years. (Three credits.)

401. Economic Research Analysis. A capstone study for senior majors in which students choose a topic of inquiry, formulate hypotheses, review the literature, and empirically test their hypotheses and update the literature. (Three credits.)

402. Selective Seminars in Economics. Topics include regional and urban economics, economic development, mathematical economics, and advanced monetary policy. May be repeated for credit. (Three credits.)

420. Independent Study. May be repeated for credit. (One to three credits.)

BUSINESS ADMINISTRATION

■ Business Administration Major.

The following courses are required for the major: Accounting 203; Business Administration 110; 111; 202 (four credits); 305; 306; 307; and 405 or 406; Economics 200; 300 or 301; Mathematics 106; two courses chosen from Business Administration 322, 325, 335, 345, 350, Economics 310, 311, 320, 330, 331; language 201 or 252; one course chosen from English 301, Speech Communication and Theater Arts 203, 306.

■ Business Administration Minor.

The following courses are required for the minor: Accounting 203; Business Administration 110; 202 (two credits); Economics 200; two courses chosen from Business Administration 305, 306, 307.

110G. Evolution of Commercial Institutions. A survey and analysis of the historical development of the social institutions within which commercial activities occur from human prehistory through modern industrial societies. (Three credits.)

111G. Industry Analysis. Examination of the development of a given market or industry (chosen beforehand by the instructor) with emphasis on the characteristics of the major firms and customers that determine the industry's present structure and that reveal phenomena often encountered in business life. May be repeated for credit. (Three credits.)

202. Quantitative Methods.

Introduction to decision analysis using spreadsheets; the acquisition of data, inference and hypothesis testing; and decision analysis using probabilistic and classical optimization techniques. (Two or four credits.)

305. Administration and Organization.

An examination of the modern enterprise from the perspective

of its internal operations and the theory and practice of management.

Prerequisites: Accounting 203; Business Administration 110, 202; Business Administration 111 or Economics 200. (Three credits.)

306. Business Finance. An introduction to the principles of financing business, integrated with a study of institutional finance. Covers current topics of managerial finance, including capital management, the management of working capital, capital budgeting, and the acquisition of funds. Prerequisite: Accounting 203. (Three credits.)

307. Principles of Marketing. A basic study of the ways in which businesses determine consumers' needs and direct the flow of goods and services. Case analyses are used to develop students' problem-solving abilities. Prerequisite: Economics 200. (Three credits.)

322. Business Law I. A brief introduction to the history, structure, and procedure of the American legal system and to tort and criminal law. Emphasizes the law of contracts and includes an exploration of the law of agency or property. (Three credits.)

325. Innovation and Change in Organizations. A study of the processes through which organizations change over time and the problems created by both intended and unintended changes. (Three credits.)

335. Mergers and Acquisitions. Examination of the financial, economic, organizational, and public policy considerations faced by firms making acquisitions or entering into mergers under the assumption that decisions in this area are influenced by financial, economic, and organizational analyses of the plan to determine profitability and a public policy analysis to determine legality. (Three credits.)

345. Globalization and Organization Change. Study of multinational business. Emphasis on how corporations have

adjusted to and influenced trends to increased globalization. Distinctions are drawn between international and domestic business operations. (Three credits.)

350. Special Topics in Structures and Processes. May be repeated for credit. (Three credits.)

355. History of Managerial Thought. A study of various authors who have addressed the issue of organizing and administering human activities in relationship to other aspects of social thought. Prerequisites: Junior standing, Business Administration 110, 305, or permission of the instructor. Offered in alternate years. (Three credits.)

356. Investments and Portfolio Analysis. An introduction to security markets, security instruments, and speculation opportunities. Emphasizes portfolio management. Prerequisite: Business Administration 306. (Three credits.)

357. Marketing Management. A study of the roles played by pricing, promotion, product mix, and distribution strategies in achieving management goals. Includes extensive participation in a game simulating marketing-management situations and requiring team cooperation and the development of analytical skills. Prerequisite: Business Administration 307. (Three credits.)

367. Advertising. A study of a variety of mass promotion variables and techniques. Using an advertising campaign approach, students study both the strategy and tactics of advertising and integrate the concepts of promotion into a full advertising campaign. Prerequisite: Business Administration 307. (Three credits.)

375. Leadership and Politics in Organizations. A study of the relationship among leadership, politics, and authority in the creation,

organization, and administration of the enterprise. Prerequisites: Junior standing, Business Administration 305, 306, 307, Economics 300 or 301, or permission of the instructor. Offered in alternate years. (Three credits.)

382. Business Law II. A further study of business law tailored for the CPA. Includes study of trusts, estates, and property law and includes an introduction to the Uniform Commercial Code. Other topics include bankruptcy and insurance law. Prerequisite: Business Administration 322. (Three credits.)

400. Internship. Information about this special program is available from the Department of Political Economy and Commerce. (Three credits.)

404. Seminars in Business. Includes such topics as operations/production management, marketing channels and futures markets, and human relations. Offered as announced in semester course schedules. (Three credits.)

405. Strategy and Structure. A study of the modern enterprise which focuses on the formulation and implementation of its strategy with particular attention to the relationship between the strategy and the larger society in which the enterprise operates. Prerequisites: Senior standing, Business 305, 306, 307 and Economics 300 or 301, or permission of the instructor. Offered each semester. (Three credits.)

406. Applied Business Strategy. Individually designed and structured problem-solving experience involving students working under faculty supervision with available (usually area) businesses (primarily small businesses) to develop and apply elements of sound business strategy. Prerequisites: Business 305, 306, 307 and Economics 300 or 301. (Three credits.)

420. Independent Study. May be repeated for credit. (One to three credits.)

ACCOUNTING

■ **Accounting Major.** The following courses are required for a major in accounting: Accounting 203; 303; 353; 354; 363; 374; 403; Business Administration 110; 202 (four credits); 305 or 307; 306; 322; Economics 200; Mathematics 106.

203. Fundamentals of Accounting. An introduction to the structure of financial and managerial accounting and the utilization of accounting information in business decisions. Prerequisite: Business Administration 202. (Four credits.)

303. Cost Accounting. A study of the practices and procedures of cost accounting, including the job order, process cost, and standard cost-accounting principles. Prerequisite: Accounting 203. (Three credits.)

353. Intermediate Accounting I. An in-depth analysis of the financial accounting process, focusing on the income statement, balance sheet, and asset accounts. Prerequisites: Accounting 203, Business Administration 202, 322. (Four credits.)

354. Intermediate Accounting II. Continued in-depth analysis of the financial accounting process, focusing on the statement of change in financial position, and liability and shareholder equity accounts. Prerequisite: Accounting 353. (Three credits.)

363. Tax Accounting. Introduction to federal income taxation with an emphasis on the determination of taxable income for individual taxpayers. Prerequisite: Accounting 203. (Three credits.)

364. Managerial Accounting. A study of accounting as it relates to managerial control. Emphasizes the analysis of financial statements, including price-level changes, cost controls, budgeting, and quantitative accounting techniques for decision making in management.

Prerequisite: Accounting 203. (Two credits.)

373. Advanced Accounting. Study of accounting principles and procedures related to special entities: multicorporate entities, governmental units, partnerships, and foreign transactions. Emphasis is on business combinations. Prerequisite: Accounting 354. (Three credits.)

374. Auditing. Examination of the standards, objectives, and procedures involved in the review of financial statements by independent auditors. Included is the evaluation of internal control. Prerequisites: Senior standing and Accounting 353. (Three credits.)

383. Accounting Information Systems. Study of the fundamentals of accounting system design including an analysis of accounting applications within functional areas of a firm, hardware and software applications, and the control of computerized accounting systems. Offered alternate years. Prerequisites: Accounting 203, Business Administration 202. (Three credits.)

403. Contemporary Accounting Issues. An examination of the social, economic, and political influences on accounting practices and accounting practice's effect on its environment. Prerequisites: Senior standing, major in accounting. (Two credits.)

420. Independent Study. May be repeated for credit. (One to three credits.)

PSYCHOLOGY

■ **Psychology Major.** A major in psychology consists of Psychology 101; 201; 202; 450; three 300 level laboratory courses; two semesters of Research Seminar (Psychology 420); passing of a senior comprehensive examination; and a total of 37 credits in psychology.

■ **Psychology Minor.** A minor in psychology consists of 19 credits, including Psychology 101; 201 or 202; 450; two courses at the 300 level.

■ **Preparation for Graduate Study.** Students planning to pursue graduate study will find Psychology 315; 317; 324; 326 and 333 to be of particular value. Proficiency in computer programming is also highly recommended.

■ **Preparation for Social-Service Employment.** Students majoring in psychology are encouraged to develop vocational skills by conducting independent studies (Psychology 351) in social-service agencies. These independent studies enable students to apply the knowledge they gain from course work to particular social-service problems.

101G. Introduction to Psychology. An examination of the scientific study of psychology. Lecture sessions emphasize current concepts in the biological roots of behavior, learning, perception, social behavior, psychopathology, and applied psychology. Laboratory sessions stress the application of statistical and quantitative interpretations of data and the application of scientific methods to the study of human and animal behavior. (Four credits.)

201. Research Methods: Design and Analysis. An introduction of the scientific method as applied in the social and behavioral sciences. Topics include descriptive and inferential statistics, the design and analysis of multifactor experiments, and the drawing of logical conclusions from behavioral data.

Prerequisite: Mathematics 106, Psychology 101. (Three credits.)

202. Research Methods: Synthesis and Communication. An introduction to the interpretation and communication of research results. Includes experience in literature search and interpretation and the communication of psychological research proposals and findings in the appropriate style and format. Experience in use of word processors and the manual and electronic search of the literature will be provided. Prerequisite: Mathematics 106, Psychology 101. (Three credits.)

231. Developmental Psychology. An exploration of the ways in which physical growth, intellectual activity, and social behavior change with age. These changes are viewed through the life span of the individual and include biological and cultural determinants. Particular emphasis is given to the family as the primary unit of socialization. Prerequisite: Psychology 101. (Three credits.)

233. Social Psychology. A study of humans as complex social beings, the development of individual differences, and the effects of society in shaping persons. Topics include attitudes and attitude change, the formation of the self-concept, emotional experience, prejudice, group dynamics, and social norms and values. Prerequisite: Psychology 101. (Three credits.)

237. Industrial/Organizational Psychology. An overview of the psychology of work and human organization. The course will cover motivation, skill development, attitudes, and leadership as they apply to job related endeavors. Prerequisite: Psychology 101. (Three credits.)

250. Special Topics. A study of a subject of special interest. Topics such as humanistic psychology and the application of psychology to community issues are among those offered. Prerequisite: Psychology 101. (Three credits.)

315. Conditioning and Motivation. A study of the acquisition, maintenance, modification, and extinction of learned behavior, including the roles of needs, incentives, and drive satisfaction in conditioning. Includes laboratory. Offered in alternate years. Prerequisites: Psychology 101, and either 201 or 202. (Four credits.)

317. Physiological Psychology. Topics include behavior genetics and evolution; the biochemistry of neural conduction and synaptic transmissions; the physiology of sensation and movement; neural mechanisms in homeostasis and during sleep, dreaming, and sexual and reproductive behaviors; the biochemistry of learning and memory; and mechanisms of action of psychoactive drugs. Includes laboratory. Offered in alternate years. Prerequisite: Psychology 101, and either 201 or 202. (Four credits.)

324. Learning and Memory. Emphasizes contemporary theories and research on verbal learning, short- and long-term memory, concept formation, problem solving, and the learning of motor skills. Includes laboratory. Offered in alternate years. Prerequisites: Psychology 101, and either 201 or 202. (Four credits.)

326. Perception. A study of the data, theories, and techniques of perceptual research, including sensory capabilities, psychophysical methods, illusions, constancies, and perceptual learning. Includes laboratory. Offered in alternate years. Prerequisite: Psychology 101, and either 201 or 202. (Four credits.)

333. Experimental Social Psychology. The experimental study of human social behavior. Emphasizes current theories and research in such areas as group behavior, attitudes, interpersonal attraction, conflict resolution, conformity, and persuasion. Includes laboratory. Offered in alternate years. Prerequisite: Psychology 101, and either 201 or 202. (Four credits.)

335. Abnormal Psychology. A study of the origins, symptoms, and classifications of behavior disorders, including psychoneuroses, psychoses, psychosomatic disorders, mental deficiencies, and character deviations. Includes comparisons among the various biological and psychological approaches to therapy. Prerequisite: Two psychology courses or consent of the instructor. (Three credits.)

340G. Personality. A theory-oriented exploration of attempts of Western psychologists to understand the roots of human differences and similarities. Covers psychodynamic, humanistic, and behavioristic models. Topics include the role of the family in generating individual personality differences, the role of cross-cultural variables, and the role of small groups and immediate social-environmental factors in shaping personality. Offered in alternate years. Prerequisites: Junior standing. (Three credits.)

350. Special Topics in Psychology. A seminar on selected topics in psychology permitting in-depth analysis of an important psychological problem or phenomenon. Prerequisite: Psychology 101, and either 201 or 202, or consent of the instructor. May be repeated for credit. (Three to four credits.)

351. Independent Study. Directed individual study in an advanced area of psychology. The student selects a topic in consultation with a member of the faculty. Prerequisites: Junior standing and consent of the instructor. May be repeated for credit. (Three credits.)

420. Research Seminar. The development and completion of a major research project during the senior year. The students will read and critique their own and other research literature, conduct and report a literature survey, and conduct and report their research project. Prerequisite: Psychology 101, and either 201 or 202, and senior standing. (Three credits.)

450. Historical and Philosophical Issues in Psychology. A survey of the historical and philosophical roots of contemporary problems in psychology. Topics include application of knowledge to social issues, ethical issues in the conduct of research, the integration of psychological knowledge with value issues, and historical and traditional approaches to the study of psychological processes. Prerequisites: Psychology 101, and either 201 or 202, and senior standing. (Three credits.)

SOCIOLOGY

■**Sociology Major.** A major in sociology consists of nine courses in the department including Sociology 202; 203; a minimum of four courses at the 300 level (excluding 320); and 420. In addition, Mathematics 106 must be taken prior to or concomitantly with Sociology 202. The departmental requirements allow for considerable flexibility to meet the individual student's needs. For example, for those students interested in pursuing a career in which field experience at the undergraduate level is recommended, Sociology 406 (Urban Studies) or 420/421 (Independent Research) can be designed to include an internship with an appropriate organization. Those students interested in seeking teacher certification should also consult with the Education Department. All individual programs leading toward the major, however, must be approved by the Sociology Department.

■**Sociology Minor.** A minor in sociology consists of five courses in the department including Sociology 202; 203; and a minimum of two courses at the 300 level (excluding 320). In addition, Mathematics 106 must be taken prior to or concomitantly with Sociology 202.

101. Introduction to Sociology. A review of basic concepts, theories, and principles used in analyzing human behavior in social contexts. (Three credits.)

102. Social Problems. An introductory survey of selected contemporary social problems using some of the major concepts of sociology. (Three credits.)

202. Theory and Methods I. An introduction to specific theoretical perspectives, methodological approaches, research techniques, and data analysis. Includes a two-hour laboratory. Pre/Corequisite: Mathematics 106. (Four credits.)

203. Theory and Methods II. A continuation of Sociology 202. Includes a two-hour laboratory. Prerequisite: Sociology 202. (Four credits.)

250. Special Studies in Sociology. An examination of selected problems and issues from a sociological perspective. May be repeated for credit. (Three credits.)

320. Independent Study. Independent study in an area of sociology directed by a member of the department. May be repeated for credit. (One to three credits.)

327G. Sociology of Medicine. An analysis of social processes and structures as they bear on the development and definition of disease, the seeking of care, the training and behavior of practitioners, and the overall health-care delivery system. (Three credits.)

341G. Urban Sociology. An introduction to the city, focusing on distinctive aspects of urban life and the relationship of the city to its physical environment, other cities, and the larger society. (Three credits.)

343. Population. An introduction to population studies and demographic analysis. Topics include the social determinants and consequences of fertility, mortality, and migration and the social ramifications of various population policies. (Three credits.)

345. Class, Status, and Power. An evaluation of general theories of stratification and an analysis of stratification, class consciousness, and social mobility in industrial societies. (Three credits.)

347G. Minorities. Examination of selected minorities, focusing on various aspects of their relationship to the dominant order. (Three credits.)

349. Deviance and Social Control. A study of deviance as socially created and defined, societal reactions to deviant behavior, and dual processes of stigmatizing and normalizing deviance. (Three credits.)

351. Criminology. An analysis of the social bases of law, the application of law, types of crime, theories of crime, and societal responses to crime. (Three credits.)

353. Social Interaction. An analysis of elementary social relationships emphasizing their development, maintenance, and transformation. Includes observation of interaction in laboratory and nonlaboratory settings. (Three credits.)

355. Social Movements. An analysis of relatively non-institutionalized forms of group behavior with primary emphasis on social protest. (Three credits.)

401. Seminar in Theory. An advanced study of the development of sociological theory, including the history of social thought, contemporary sociological theory, and constructing models of social theory. Prerequisite: Sociology 203. (Three credits.)

403. Seminar in Problems and Issues. An advanced study of a single social problem or issue. May be repeated for credit. (Three credits.)

406. Urban Studies. An intensive, off-campus, living experience within the urban community of Chicago. Offered as part of the Urban Studies program of the Associated Colleges of the Midwest. (16 credits.)

420, 421. Independent Research I, II. An individual research project involving a review of the literature, research design, data collection and analysis, and written and oral presentations of the findings. The project is chosen in consultation with the faculty and is the culminating experience of the major program in sociology. May be repeated for credit. (Three credits.)

SPEECH COMMUNICATION AND THEATER ARTS

■**Speech Communication and Theater Arts Major.** A major in Speech Communication and Theater Arts consists of Speech Communication and Theater Arts 206; 221; one course chosen from Speech Communication and Theater Arts 110, 111, 212; five courses chosen from Speech Communication and Theater Arts 203, 204, 205, 301, 315, 316, 317; and 450. An additional nine credits in a cognate area, chosen in consultation with an advisor, are required. All majors are expected to participate in cocurricular or extra-curricular communication activities. Students working toward secondary teacher certification should confer as early as possible with members of the Speech and Theater Department and the Education Department in order to ensure that their program will meet state standards.

■**Speech Communication and Theater Arts Minor.** The following programs are currently available from the department:

1. **General Speech Minor.** Five courses including Speech Communication and Theater Arts 110, 206, 211, and any two other courses in the department provided at least one of them is at the 300 or 400 level.
2. **Public Communications Minor.** Five courses including Speech Communication and Theater Arts 206 and 450, and at least two 300 or 400 level courses to be chosen from 204, 205, 208, 301, 302, 401, 403, or 420, or 450.
3. **Mass Media Minor.** Five courses including Speech Communication and Theater Arts 206 and 450 and at least two 300 or 400 level courses to be chosen from 123, 205, 221, 223, 225, 321, 401, 413, and 420.
4. **Theater Arts Minor.** Five courses including Speech Communication and Theater Arts 206 and 450 and at least two 300 or 400 level courses to be

chosen from 110, 111, 113, 212, 213, 314, 316, 317, 401, 413, and 420.

101G. Fundamentals of Speech Communications. A practice-oriented introduction to the forms of speech, including interpersonal, small-group, and public communication. Offered each semester. May not be applied to the major or minor. (Three credits.)

103. Communications: Workshops. Staff-supervised participation in communications. Open to all students. May be repeated for credit. CR/NC. (One credit.)

110G. Introduction to Theater and Cinema Appreciation. A course designed to give the beginning student a critical platform on which to base his or her own evaluation of plays and films. Selected reading of playscripts, film scenarios, and general criticism is supplemented by planned viewing experiences in both art forms. Offered each year. (Three credits.)

111G. Introduction to Technical Theater. A study of the basic elements of technical theater, including stagecraft, lighting, properties, and makeup. Includes laboratory. Offered each year. (Three credits.)

113G. Theater Arts: Workshops. Staff-supervised participation in theater arts. Open to all students. May be repeated for credit. CR/NC. (One credit.)

123. Electronic Media: Workshops. Staff-supervised participation in electronic media. Open to all students. May be repeated for credit. CR/NC. (One credit.)

124. Print Media: Workshops. Staff-supervised participation in print media. Open to all students. May be repeated for credit. CR/NC. (One credit.)

203. Communications: Advanced Workshops. A continuation of Speech Communication and Theater Arts 103

with advanced work and/or a position of responsibility in communications. Primarily for upperclass majors. Prerequisite: Speech Communication and Theater Arts 103 or consent of the instructor. May be repeated for credit. (Two credits.)

204. Interpersonal Communications.

An examination of the verbal and nonverbal features of face-to-face communication in everyday life, social interaction, professional activity, and in our culture as a whole. Attention is given to language as a cultural system and as a meaning system, communication as behavior, relationship development, communication systems and effects. Emphasis is placed on understanding theory, systematically observing communicative behavior, analysis of communication situations, and skill improvement. Offered in alternate years. Prerequisite: Speech Communication and Theater Arts 101. (Three credits.)

205. Persuasion. A study of the classic concepts of persuasion in relation to modern theories of how people effect changes in others' beliefs, attitudes, and behavior. Includes opportunities to prepare and present persuasive efforts. Offered in alternate years. Prerequisite: Speech Communication and Theater Arts 101. (Three credits.)

206. The Vocal Instrument. A study of sound transfer, language, and vocal production from psychological and physiological points of view. Individual projects are arranged to assist students with voice development and communication research skills. Offered second semester. (Three credits.)

208. Advanced Public Speaking. A performance-oriented course focusing upon the preparation and presentation of public messages. Includes classical and contemporary rhetorical theory, models of successful speakers, various forms of presentation (informative, persuasive, and entertaining), and directions for practice. Offered each year. Prerequisite: Speech Communication and Theater Arts 101 or

consent of the instructor. (Three credits.)

212G. Beginning Acting. An introduction to the art and history of stage acting combined with practical exercises and performances of short scenes. Offered in alternate years. (Three credits.)

213. Theater Arts: Advanced Workshops. A continuation of Speech Communication and Theater Arts 113 with advanced work and/or a position of responsibility in theater arts. Primarily for upperclass majors. Prerequisite: Speech Communication and Theater Arts 113 or consent of the instructor. May be repeated for credit. (Two credits.)

221G. Mass Media and Modern Society. An inquiry into the mass media of our time (print, film, radio, television, etc.), including study of the forces which created them and the effects they have on society. Special attention is given to theories of mass communication and the medium of television. Offered each year. (Three credits.)

223. Electronic Media: Advanced Workshops. A continuation of Speech Communication and Theater Arts 123 with advanced work and/or a position of responsibility in electronic media. Primarily for upperclass majors. Prerequisite: Speech Communication and Theater Arts 123 or consent of the instructor. May be repeated for credit. (Two credits.)

224. Print Media: Advanced Workshops. A continuation of Speech Communication and Theater Arts 124 with advanced work and/or a position of responsibility in print media. Primarily for upperclass majors. Prerequisite: Speech Communication and Theater Arts 124 or consent of the instructor. May be repeated for credit. (Two credits.)

225. Radio Broadcasting. A survey of the historical development of and operational and management trends within broadcasting combined with

practical training in announcing techniques, copywriting, editing, and program planning. Offered in alternate years. Prerequisite: Speech Communication and Theater Arts 221 or consent of the instructor. (Three credits.)

250. Special Topics. (Three credits.)

301. Organizational Communication.

An analysis of organizational communication theories and methods and study of organizational climate, motivation and leadership, and patterns of miscommunication within organizations. Includes practice in forms of communication used in business. Offered each year. (Three credits.)

302. Small Group Communication.

A study of task-oriented, small-group communication emphasizing effective organization, participation, and leadership. Methods of correcting specific problems that may hinder small groups are explored. Includes opportunities to participate in and analyze small-group interaction. Offered alternate years. (Three credits.)

306. Argumentation. An introduction to how logical arguments are structured and analyzed. Includes development of abilities in composing logically valid messages and avoiding fallacies. Emphasis is placed on what makes arguments strong and effective. Portions of the course will be devoted to how arguments are used in various fields (e.g., law, journalism, science, history, or politics). Frequent in-class, written and oral practice will occur. Offered alternate years. (Three credits.)

314. Scenery and Lighting Design. A study of the basic elements of scenery and lighting design. Combines readings in design theory with practice in drafting, plotting, rendering, and model building. Offered in alternate years. Prerequisite: Speech Communication and Theater Arts 111. (Three credits.)

315. Principles of Stage Directing. A study of the practical and theoretical elements of directing for the serious student of performance. Readings in theory are combined with exercises in analysis, pictorial composition, movement, and production organization. Offered in alternate years. Prerequisites: Junior standing, Speech Communication and Theater Arts 110, 111, 212 or 314. (Three credits.)

316. The Classical Theater. A survey of Western theater from ancient Greece to 1800. Emphasizes the evolution of dramatic literature, production elements, theater architecture, and audience composition. Offered in alternate years. (Three credits.)

317. The Modern Theater. A survey of Western theater from 1800 to the present. Emphasizes the evolution of dramatic literature, production elements, theater architecture, and audience composition. Offered in alternate years. (Three credits.)

321. Television Production. An introduction to the fundamentals of television, including the handling of cameras and switching equipment, scriptwriting, graphics, and production techniques. Laboratory exercises focus on preparing actual programs. Offered in alternate years. Prerequisites: Junior standing, Speech Communication and Theater Arts 111, 225, 314 or 315. (Four credits.)

401. Seminar in Speech Communication and Theater Arts. A seminar centered on a problem or topic as announced before each offering. Designed for juniors and seniors. Prerequisite: Consent of the instructor. (Three credits.)

403. Internship in Communications. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Senior

standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

413. Internship in Theater Arts. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Senior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

420. Independent Study. A faculty-directed program of individual study consisting of reading, research, or creative performance. May be repeated for credit. (One to six credits.)

423. Internship in Electronic Media. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Senior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

424. Internship in Print Media. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Senior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

430. Methods of Teaching Speech Communication and Theater Arts. A detailed study of the special problems that face the secondary-school teacher of speech communication. Includes special attention to the development of criticism of oral assignments and the operation and organization of cocurricular activities in speech and theater. Offered as needed. Co/prerequisite: Education 340. (Three credits.)

450. Seminar: Freedom of Expression and Communication

Ethics. A study of the foundations of freedom of expression and communication ethics in our society. Major historical documents pertaining to the freedom of communication and the moral and ethical base of communication will be reviewed. The continuing tension between artistic freedom and censorship will also be examined. Historical materials will be applied to current points of contention in the arts, business, media, and politics. Culminating experience required of all majors. Offered each year. Prerequisite: Senior standing or consent of the instructor. (Three credits.)

SYSTEMS OF THOUGHT AND BELIEF

Courses in this area fulfill the senior general education requirement. A student is required to take one course from those listed below.

SOURCES OF WESTERN CIVILIZATION

400. The Unfolding Drama of the Bible. The Hebrew and Christian Bible play both a formative and critical role in the past, present, and future of human cultures. The purpose of this course is to engage you in a critical reading and appreciation of the Bible in all its diversity and surprising unity. Three themes will be traced through the Bible: (1) the reign of God the Creator of all things and the majestic Sovereign of one people named Israel; (2) the image of God as both male and female; (3) the way of God in the world as divine warrior and crucified messiah. Topics will include the identity and activity of God, the meaning of human sexuality for how we understand God and ourselves, and the problem of holy war versus the non-violent politics of Jesus. Prerequisite: Senior standing. (Three credits.)

401. A Christian View of Human Nature. A view of human nature from the perspective of biblical and theological materials in the Christian tradition. The course considers human nature as it relates to God, to society, to one's self, and to one's destiny. Prerequisite: Senior standing. (Three credits.)

402. Classical Mythology and Religion. Considers the meaning of myth and religion in Graeco-Roman society. Discusses various theories of myth, including rationalism, charter myths, and myths as ritual justification. Surveys various aspects of Greek religion, especially mystery religions like the cult

of Demeter at Eleusis and the worship of Dionysus. Prerequisite: Senior standing. (Three credits.)

404. Greek Philosophy. A studied attempt at retracing the original steps taken by the philosophical imagination in the inauguration of the history of metaphysics. The course will attend specifically to the play of *logos* in the unfolding of that history and the correlative formation of metaphor for the expression of thought and Being. The course allows for general examination of the pre-socratics and an emphasis upon foundational texts by Plato and Aristotle. (Also Classics 301, Philosophy 301) Prerequisite: Senior standing. (Three credits.)

406. Medieval Philosophy. An examination of the entangled relations of philosophy and the theology of three great world religions: Judaism, Christianity, and Islam. St. Augustine, St. Anselm, Averroes, Moses, Maimonides, and St. Thomas Aquinas are of particular interest. Issues of primary concern include the ontological argument, the problem of universals, the refutation of skepticism, the relation of faith and reason, and the foundations of ethics. (Also Philosophy 306.) Prerequisite: Senior standing. (Three credits.)

PERENNIAL THEMES

434. War and Peace. A study of the causes and results of war, efforts to bring about a peaceful and orderly society, and reasons for the persistence of armed conflict. Prerequisite: Senior standing. (Three credits.)

435. Introduction to Political Philosophy. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Lock, Rousseau, Marx, and Mill. (Also Government 411; Philosophy 411.) Prerequisite: Senior standing. (Three credits.)

436. Poetics of the Self. An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question "Who am I?" into a critically manageable context. Emphasizes discovery of the self and various strategies for making sense of who one is. Particular emphasis on love and on the need for models (plots, paradigms, myths) in defining our existence. Prerequisite: Senior standing. (Three credits.)

437. The New Individual: Narcissus and the Faceless Man. A study of individualism and conformity emphasizing the origins of the tradition of pessimism in modern American thought. Includes discussion of anarchism, conformity, authoritarianism, and totalitarianism contrasted with the ideal of the well-rounded individual of the liberal arts tradition. Includes readings from history, philosophy, and literature. Prerequisite: Senior standing. (Three credits.)

438. Modern Philosophy. The decisive turn of the quarrel between the ancients and modernity. Particular attention is focused on the rise of rationalism and the emergence of empiricism during the Renaissance and the enlightenment. Kant's synthesis of these developments in critical idealism and the reflective character of German Idealism are examined. (Also Philosophy 302.) Prerequisite: Senior standing. (Three credits.)

440. Feminism and Communication. A study of the feminist movement from the mid-19th century to the present. The effects of feminism on modern communication behavior and rhetoric are considered. Discussions and research utilize primary source materials as well as classical feminist texts. Prerequisite: Senior standing. (Three credits.)

CRITICISM AND VALUES

444. The Politics of Islam. Examines different forms of Islamic revivalism as

well as the basic political tenets of Islam. Puts current trends in historical perspective. (Also Government 244G.) Prerequisite: Senior standing. (Three credits.)

468. The Arts in Society. The arts examined critically from the perspective of the values which they embody, express, and communicate. Topics include: freedom and creativity; the autonomous value of the arts; art and the sacred; the arts in relation to the civic environment (urban design, education, censorship, pornography, political revolution, patronage, and kitsch). Prerequisite: Senior standing. (Three credits.)

470. Biotechnology and Human Values. A course designed to study the impact, trends, and implications of biotechnology on modern culture. The biological history and development of the phenomenon will also be considered. Prerequisite: Senior standing. (Three credits.)

471. Ecology of Overpopulation. An examination of the dilemma facing humankind as population increases and resources diminish. Possible solutions are addressed from a nonsectarian posture, recognizing that no simple answers exist. Prerequisite: Senior standing. (Three credits.)

472. Fiction and Industrial Society. An investigation of issues and questions of value raised by selected 19th- and 20th-century novels that focus on modern industrial society. Prerequisite: Senior standing. (Three credits.)

473. The Literature of Feminism. A study of the evolution of feminist thought and its collective definition as it was imaginatively translated from experience into art by several generations of literary women. Prerequisite: Senior standing. (Three credits.)

474. Christianity and Its Critics. A critique of central Christian beliefs and

practices by Christian reformers as well as by external social critics such as Feuerbach, Marx, and Freud. Selected historical and contemporaneous issues will be evaluated from inside and outside the Christian tradition. Prerequisite: Senior standing. (Three credits.)

476. Ethics. The purpose of this course is to enable you to tell the history of moral philosophy in western societies. Within this historical framework we will ask, what is "morality?" What is "ethics?" Are they identical or different? Do we best think about morality and ethics in terms of systems, theories, and rules, or in terms of narratives, communities, and character? Are there such things as absolute moral rules? If not, are we forced to embrace moral relativism in the sense that one's morals are a matter of personal preference alone? Is there a way to think and live beyond the dogmas of absolute moral rules and the skepticism of moral relativism? With these concerns in mind we then turn to some specific ethical issues; for example, sexual intimacy, reproductive choices, human rights, the moral sense of nature, violence and war, racism and sexism, or ethical choices in science, technology, and society. (Also Philosophy 303.) Prerequisite: Senior standing. (Three credits.)

477. Energy Resources. Study of the geologic, economic, and socio-political implications of locating, recovering, utilizing, as well as the disposing of the wastes from the use of the earth's energy resources. The effects of population growth and the demands from industrial development will be considered. Prerequisite: Senior standing. (Three credits.)

WOMEN'S STUDIES

■ **Women's Studies Minor.** A minor consists of 15 to 17 credits. Women's Studies 201 is required of all minors. In courses in which women's studies comprise one part of the course, the student should work with the instructor in choosing outside readings and/or papers appropriate to the minor. Students with particular interests may choose to take Women's Studies 320.

201. Feminism. An introduction of Western feminist thought and the study of women's roles and status in society. Also evaluates present knowledge about women, questions stereotypes, reinforces the value of the content of women's everyday lives, and promotes awareness and research. (Three credits.)

320. Independent Study. Independent study in an area of women's studies directed by a member of the faculty. Prerequisites: Women's Studies 201 and approval of the instructor and Women's Studies Coordinator. (One to three credits.)

Classics 240. Ancient Society.

English 348. English Novel (when appropriate).

Government 245. Politics of Developing Nations.

History 112. 20th-Century America.

History 303. History of India and South Asia.

History 304. History of Sub-Sahara Africa.

Religious Studies 215. Modern Religious Thought.

Religious Studies 225. Symbol, Metaphor, and Story in Religious Reflection.

Sociology 343. Population.

Sociology 347. Minorities.

Sociology 355. Social Movements.

**Systems of Thought and Belief 440.
Feminism and Communication.**

**Systems of Thought and Belief 444.
The Politics of Islam.**

**Systems of Thought and Belief 473.
Literature of Feminism.**

HONORS PROGRAM

The program engages the honors student with rigorous and cohesive intellectual experiences. The curriculum demands commitment and exploits the exceptional student's potential. The student is expected to pursue actively avenues of inquiry not traditionally expected of him or her.

The curriculum addresses the needs and motives for liberal education at the millennium. The academic program is in four sequential yet interrelated steps corresponding to the four academic years. The freshman year introduces the student to ideals of knowledge and wisdom in various historical and cultural contexts. The sophomore year is a survey of major cultural and intellectual facets of Western tradition beginning with the Scientific Revolution. The junior year focuses on the meanings and ramifications of modernity for our times. The senior year reviews where we have come and tries to anticipate issues and ideas for the coming century.

Students participating in the program are exempt from the Human Societies, Physical Universe and Its Life Forms, Beauty and Meaning in Works of Art, and Systems of Thought and Belief components of General Education. Additional information is available from the program coordinator.

101. Freshman Honors Seminar. The first course for students in the Honors Program. It will examine various ideals of knowledge and wisdom and how these have been embodied in the wise person. Examples from various historic periods and various cultures will be studied. Successful completion of this course, as determined by the Honors Committee, will constitute formal entry into the Honors Program. (Three credits.)

200. Freshman Seminar Associate. During their sophomore or junior years, honors students will assist a Freshman Seminar leader in the conduct of the seminar. Such assistance may include attendance at convocations and at seminar sessions, leading of discussion segments of the seminar, reading of student papers, special projects such as panels, background reading, etc. Each student will prepare an evaluative paper on this experience at the end of the semester. (Two credits.)

201, 202. The Making of the Modern Mind I, II. These courses, to be taken in the sophomore year, are designed to provide an intellectual framework through which to appreciate the heritage of the Modern period in relation to the ideals of knowledge and wisdom. Intended as a critical introduction to some of the ideas, movements, and works that have contributed to making the cultural and intellectual heritage of the West, the courses provide a foundation from which to scrutinize both the successes and failures of the Modern tradition. (Three/three credits.)

301, 302. Modernity and Beyond I, II. These courses will examine selected issues and themes which indicate what modern society has become, is becoming, and why. Emphasis will be placed on concepts such as authority (both epistemological and moral), science, choice, and ethics. A conscious effort will be made to deal with subject matter central to the quality of life around the globe and extending into the next century and beyond. (Three/three credits.)

401. Senior Honors Seminar. The seminar is the penultimate requirement in the curriculum. It focuses on a theme addressing concerns that appear at the moment to be of continuing interest and value. The topic should be rich enough to draw upon the diverse and substantial acumen of senior honors students. It is a forum to challenge the students to pursue unmapped regions. The motive is to encourage independence and rational criticism. (Three credits.)

402. Honors Project and Presentation. This is the final requirement in the program and the work should reflect the general intentions of the Honors Program. Under the guidance of a faculty advisor, the student should anticipate public formal presentation of the work in April of the senior year. (Two credits.)

OFF-CAMPUS PROGRAMS

Monmouth College offers students an exceptional variety of opportunities to enhance their educational experience in off-campus study, both in this country and overseas. Most of these are offered under the auspices of the Associated Colleges of the Midwest (ACM) or the Great Lakes Colleges Association (GLCA). While some programs require proficiency in a foreign language, most do not. Detailed information on making application for a program is available from the registrar.

■Arts of London and Florence

The Arts of London and Florence program (winter/spring only) offers an intense immersion in the arts, drawing upon the cultural resources of the two cities to explore the historical and contemporary richness of Western civilization. Course work in art, architecture, drama, Italian language, and history or literature is supplemented by visits to museums, galleries, and the theater, short field trips to other areas of England and Italy, and discussions with local scholars. Students spend eight weeks in each city. In Florence, an optional intensive course in Italian language is offered in January (3 semester credits).

Length of program:

February to May

Enrollment:

40 students (20 begin in London, 20 in Florence)

Eligibility:

Sophomores, juniors, seniors

Credit:

16 semester hours

Application deadlines:

March 15 early deadline

October 15 final deadline

■Chicago Semester in the Arts

The Chicago Semester in the Arts program provides an intensive exposure to the dynamic arts scene of a major American city. Besides attending a range of cultural events, students interact with Chicago's artists through an interdisciplinary core course, a specialized topic course, and an internship. The internship can be with a theater, dance company, gallery, orchestra, publishing firm, arts service organization, or individual artist. Not limited to arts majors, the program benefits all students with a serious interest in the arts.

Length of program:

September to December or February to May

Enrollment:

25 students

Eligibility:

Juniors, seniors, and advanced sophomores

Credit:

16 semester hours

Application deadlines:

April 1 for fall

October 20 for spring

■Chinese Studies

The Chinese Studies program offers an academic year of study in Hong Kong, a center for research and analysis of contemporary China as well as a focal point for business, banking, journalism, and governmental agencies operating throughout East Asia. Enrolled at The Chinese University of Hong Kong, students choose Mandarin or Cantonese language instruction, as well as elective courses ranging from contemporary

Chinese political thought to traditional painting and calligraphy. There is also opportunity for independent study projects, either library-based or field-oriented. At the university, students live in dormitories with Chinese roommates. An ACM/GLCA program. Opportunities for study in Mainland China for students with one to two years of Chinese also are available and offered by the Council on International Educational Exchange, of which ACM is a member.

Length of program:

September to April

Eligibility:

Juniors, seniors

Credit:

30-36 semester hours

Application deadline:

February 1

■ Florence

The Florence program (fall only) offers students of art, history, Romance languages, and the humanities an opportunity for intensive study among the legacies of the Renaissance. Students' understanding of Florence's artistic and cultural heritage is facilitated by Italian language instruction and courses providing a broad perspective on Italian contributions to world civilization. Course work is supplemented by visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars. This academic immersion in Italian Renaissance culture is enriched by the students' personal immersion in the life of modern Italy, as each student lives with an Italian family.

Length of program:

September to December

Enrollment:

20 to 25 students

Eligibility:

Junior and senior majors in art, history, modern languages, or humanities. Prior Italian language highly recommended.

Credit:

16 semester hours

Application deadlines:

October 15 first deadline

March 15 final deadline

■ India Studies

The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After an intensive ten-week orientation term, including language study, at one of the ACM colleges, India Studies participants spend six months in Pune living with Indian families. At once traditional and highly industrialized, Pune is an excellent place to observe the interaction of tradition and modernity that characterizes India today. Students are enrolled at the Tilak Maharashtra Vidyapeeth, where they continue language instruction, choose four other courses, and complete the independent study projects begun during orientation. In addition to the formal academic program, a variety of extracurricular activities is available: music and dance recitals, field trips to nearby cultural sites such as the Ajanta and Ellora caves, and religious festivals.

Length of program:

March to December

Enrollment:

15 to 20 students

Eligibility:

Any currently-enrolled student may apply, though priority is given to those who will be sophomores or juniors at the time of the orientation term.

Credit:

Equivalent to one full year's work on the home campus; orientation, one-third; overseas program, two-thirds

Application deadlines:

April 15 first deadline

November 1 final deadline

■ Japan Study

Students spend the academic year at Waseda University's International

Division in Tokyo after a summer orientation, including intensive language study in a mountain village setting. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. In March, a rural stay lets students experience another type of Japanese life for three weeks. A GLCA/ACM program.

Length of program:

August to June

Eligibility:

Sophomores, juniors, seniors. No Japanese language study required for acceptance, but two semester hours or the equivalent must be completed before departure.

Credit:

Students may earn a full academic year's credit.

Application deadline:

February 1

■Newberry Library in the Humanities

One of America's great research libraries provides the setting and resources for this program. Students attend seminars, meet with resident scholars, and conduct their own examinations of selected topics or historical periods using the Newberry Library's outstanding collections. In addition to the semester-length fall seminar, students may enroll in one-month seminars on selected topics during winter/spring. Students also may pursue independent study under the direction of faculty from their own colleges. An ACM/GLCA program.

Length of program:

September to December (fall seminar)

January to May (short-term seminars)

Enrollment:

20 students (fall seminar)

8 to 15 students (short-term seminars)

Eligibility:

Juniors, seniors, exceptionally qualified sophomores

Credit:

16 semester hours or the equivalent (fall seminar); equivalent of one course (short-term seminars); variable for independent study and tutorials.

Application deadlines:

April 1 for fall seminar

Three weeks prior to applicable short-term seminar

■Oak Ridge Science Semester

Designed to allow undergraduates to study and conduct research at the frontiers of current knowledge, the Oak Ridge Science Semester places qualified students as junior members of research teams engaged in long-range intensive investigations at the Oak Ridge National Laboratory (ORNL) located near Knoxville, Tennessee. Participants devote most of their time to research work in the biological, engineering, mathematical, physical, or social sciences. In addition, each student chooses one course from among a variety of advanced academic courses and participates in an interdisciplinary seminar designed to expose students to new ideas in their major fields and related disciplines. This academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. A GLCA/ACM program.

Length of program:

September to December

Enrollment:

20 to 30 students

Eligibility:

Upperclass majors in biology, chemistry, physics, geology, mathematics, or social sciences

Credit:

16 semester hours

Application deadline:

February 15

■Semester in the Soviet Union

No nation in the world has a greater impact on the consciousness of Americans than the Soviet Union, but little about this country is familiar to us. In order to increase our understanding of the Soviet Union, a Semester in the Soviet Union combines intensive Russian language study with an introductory course on Soviet society. Exposure to contemporary Soviet life is featured in course work, field trips, individual projects, and travel. The program is based at the Kuban State University in Krasnodar, a regional center of 700,000 people; the city's relatively relaxed atmosphere permits more contact between American and Soviet citizens than usually found on programs in the Soviet Union. An ACM/GLCA program.

Length of program:

September to December

Enrollment:

30 students

Eligibility:

Intermediate-level Russian language students

Credit:

16 semester hours

Application deadline:

February 15 (ACM office)

■Studies in Latin American Culture and Society

Studies in Latin American Culture and Society (fall only) is an interdisciplinary program designed for students who wish to gain a comprehensive understanding of life in Latin America and to develop their facility in the Spanish language. This program, focusing on the humanities and social sciences, is planned to take full advantage of its Costa Rican setting. Course work in language, literature, geography, anthropology, development strategies, and cultural change provides insights which are reinforced by group field trips and a two-week period of individual field work in the country's provinces.

Language study is stressed as the key to in-depth understanding of the culture. In San Jose and its environs, students live with families both to improve their language ability and to enable continuous, personal involvement in the life of a Latin American community.

Length of program:

September to December

Enrollment:

20 to 30 students

Eligibility:

Sophomores, juniors, seniors, with at least one year of college-level Spanish

Credit:

16 semester hours

Application deadlines:

November 1 first deadline

March 15 final deadline

■Tropical Field Research

The Tropical Field Research program (winter/spring) is designed for advanced work in the social and natural sciences. The diversity of ecological zones within a day's travel of the capital of Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. The varied historical and contemporary use of this terrain offers an equally broad range of study topics for students of anthropology, archaeology, economics, geography, geology, history, political science, and sociology. Students prepare for their research work during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing multidisciplinary project or may be undertaken independently under the supervision of a faculty advisor.

Length of program:

February to May

Enrollment:

20 to 30 students

Eligibility:

Sophomores, juniors, seniors, with prior course work in the proposed research discipline and at least one year of college-level Spanish

Credit:

16 semester hours

Application deadlines:

March 30 early deadline

November 1 final deadline

■ Urban Education

The Urban Education program introduces student teachers and those interested in bilingual education to the unique aspects of urban schools and urban children. Chicago's myriad of instructional options provides placements in a variety of settings: inner city, suburban, traditional, innovative, bilingual, and special education. The program supports student teachers through a series of resource workshops, seminars, and discussion groups; emphasis is placed upon exploring each individual's strengths and weaknesses as a teacher. The program also is appropriate for students interested in such service-related professions as counseling, social work, and art or music therapy.

Chicago's ethnicity provides a rich setting for explorations into the meaning of cultural identification and its impact on learning, the topic of a short-term program, "Dimensions of Multiculture and Global Awareness" (offered in December and January). The program can serve candidates for bilingual education certification, foreign students seeking experience with American students or those from their own background, or students interested in expanding their understanding of the peoples of the world.

Another short-term course, "Teaching English as a Second Language" (offered in December and January), is designed to provide training in the teaching of English to speakers of other languages. TESL, the Dimensions of Multiculture course, and appropriate teaching internships can be combined with on-campus methodology course work to qualify students for certification in bilingual education.

Length of program:

Fall or spring semester; spring program contingent upon enrollment.

Eligibility:

Those seeking certification are expected to have fulfilled their college's prerequisites for student teaching

Credit:

Equal to an equivalent period on the home campus

Application deadlines:

April 15 for fall

November 1 for spring

■ Urban Studies

The social, cultural, and economic forces which shape American cities—urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite—are all present in Chicago. In the Urban Studies program, students begin to understand the magnitude and complexity of an urban center by studying, working, and living in Chicago. They engage in formal study in seminars on urban issues, a core course involving all program participants, independent study projects, and supervised internships which help students gain a valuable understanding of work and contribute to the life of the city and its people.

Length of program:

September to December, or February to May

Enrollment:

80 students (fall); 70 students (spring)

Eligibility:

Sophomores, juniors, seniors

Credit:

Recommended credit is equivalent to one full semester's work on the home campus, divided among the core course, a seminar, an internship, and an independent study project.

Application deadlines:

April 5 for fall

November 5 for spring

■ Washington House

The Washington House program, initiated in 1967, permits ten to fourteen

juniors and seniors to spend the spring semester in Washington, D.C. Each student takes three courses: Government in Action, American Studies, and an independent study directed by a Monmouth College faculty member. The program takes advantage of its Washington setting for field trips, directed observation, and library research. Qualified science students may have an opportunity to do research at the Smithsonian Institution. Each year some students serve as interns in congressional offices in lieu of the independent study requirement. Students earn up to 16 hours of credit. Offered in alternate years.

■ Washington Semester

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C. The Washington Semester program is designed to bring superior students into contact with source materials and government institutions in the nation's capital. In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program is sixteen weeks in length. Junior standing is required. Students normally earn 16 hours of credit.

■ Wilderness Field Station

The ACM Wilderness Field Station is located on remote Low Lake in the Superior National Forest. It lies just outside the Boundary Waters Canoe Area, offering students an exceptional opportunity for direct observation of northwoods nature. Courses in ecology, vertebrate zoology, field biology, archaeology, ornithology, behavioral zoology, and behavioral ecology of mammals are offered during the two month-long summer sessions, along with field biology for non-science majors and

an independent study option. Much of the field work in this lakeland wilderness is done on canoe trips, involving paddling, portaging, and camping. The base camp's well-equipped laboratories and herbarium enable students to supplement their field study with the latest analytical techniques.

Length of program:

June to July; July to August; or both

Enrollment:

24 to 32 students per-session

Eligibility:

One college-level biology course or its equivalent is required for all courses except Field Biology and Archaeology, which have no prerequisites

Credit:

4 semester hours

Application deadlines:

February 20 first deadline

April 15 second deadline

■ Yugoslavia

For more than a thousand years a dividing line between East and West, Yugoslavia presents a fascinating setting for the study of nation-building and contemporary world affairs. The Yugoslavia Program enables first-hand study of the struggle between a variety of ethnic groups and cultures, while also offering a microcosm of Eastern Europe's search for an alternative to communism and one-party rule. Based in Zagreb (the cultural and political center of Croatia), the program includes language training and course work at the University of Zagreb, extensive field trips, and residence in Yugoslav homes. Courses cover topics such as industrialization and social change, ethnic nationalism, and comparative political systems and parties. An ACM/GLCA program.

Length of program:

August to December

Enrollment:

20 to 25 students

Eligibility:

Sophomores, juniors, seniors

Credit:
16 semester hours
Application deadline:
March 15

■ Zimbabwe

Starting in 1991, the ACM Zimbabwe Program will offer students the opportunity to study the challenges of nation-building faced by independent Zimbabwe. Offered each spring, this interdisciplinary program will be particularly suited to students with an interest in development issues in Southern Africa. Courses in Shona language, cultural identity, and political and economic development will be offered at the University of Zimbabwe in Harare under the guidance of an ACM faculty director and university faculty. Students will also live with families in Harare, with opportunities for stays in other regions.

Length of program:
February to May
Enrollment:
18 to 24 students
Eligibility:
Advanced sophomores, juniors, seniors
Credit:
16 semester hours
Application deadlines:
October 15

ADMISSION

■ **Admission Policy.** Monmouth College admits qualified men and women without regard to physical handicap or their geographic, cultural, economic, racial, or religious backgrounds. Each applicant for admission is evaluated on his or her individual merits. The College does not make decisions on the basis of single test scores or other isolated credentials, seeking rather to develop a comprehensive understanding of each applicant's abilities and potential. Scholastic record, class standing, standardized test scores, recommendations, and personal qualities such as motivation, goals, maturity, and character are considered.

Applicants should take a college-preparatory program that includes four years of English, three years of mathematics, two years of science (including one year of a laboratory science), three years of social sciences (including history and government, and two years of a foreign language). Participation in honors or advanced course programs is strongly recommended. Applicants who lack particular courses are not disqualified from admission to the College and will be considered on an individual basis. Applicants who have not been enrolled in school for a year or more should provide a statement describing their activities since last enrolled.

■ **Types of Admission.** Monmouth College offers three types of admission:

• **EARLY DECISION.** The early decision option is intended for students who have designated Monmouth as their first choice college and who are certain they will attend if admitted. Applications are reviewed as a group twice during the year with fall option deadline being

December 1 and winter option deadline being February 1. Students who apply for early decision and who are admitted to Monmouth under this plan must, by agreement, withdraw any application previously filed at other colleges and fulfill their commitment to attend Monmouth. Students may apply under early decision to only one college.

• **REGULAR ADMISSION.** This plan allows students to file application at several colleges. The regular admission deadline for application is March 1. Monmouth announces all of its decisions on applications filed in this plan on one date—March 15. Students have until May 1 to respond to the offer of admission.

• **CONDITIONAL ADMISSION.** Conditional admission is intended for students who, while not meeting the regular entrance criteria, are thought to be capable of success with the regular curriculum providing that their freshman year program is appropriately modified.

Students with ACT scores less than 18 or placing in the lower half of their high school class may be admitted to the College on the recommendation of the Admissions and Academic Status Committee (AAS) and that admission may be conditional. The decision to admit will be made using all available information, with the intention to offer admission only to students who are deemed to have a reasonable chance of success at Monmouth. The committee may recommend others for conditional admission if their record so warrants.

The AAS, in consultation with the dean of the College, will prescribe a detailed, required program for the freshman year. This will often include a reduction in course load and substantial restriction in extracurricular activities.

Non-credit academic activities may be included in the program. When offered conditional admission, students will be advised of their freshman schedule and warned that participation may extend their residence beyond four years. Occasional modifications to the freshman schedule may be made for sound reasons by the registrar upon the recommendation of the student's faculty advisor. Appropriate records will be maintained.

During their first year at Monmouth, students admitted conditionally are expected to remove academic deficiencies while demonstrating ability to do college work. Continuation for the second year will require a) that students satisfactorily complete all work specifically aimed toward elimination of deficiencies, and b) that students achieve a grade-point average at least the equal of that required for good academic standing. Normally students will move from conditional to regular admission status at the end of their freshman year. If deficiencies remain, the conditional status may be extended through the sophomore year, but only if the grade-point average requirement for good standing has been met.

•SPECIAL, PART-TIME, AND REENTERING STUDENTS. Special students are those who are not candidates for the degree. Permission to register as a special student must be obtained from the dean of admission before the beginning of the semester. Should a special student decide to become a degree candidate, the regular admission procedure must be completed.

Part-time students are those who register for fewer than 12 hours of credit per semester. Permission to enroll part-time must be obtained from the dean of the College before the beginning of the term.

Students who have previously attended Monmouth College and wish to reenter must obtain permission to reenroll from the dean of admission before the beginning of the semester.

TUITION AND OTHER CHARGES, 1990-91

TUITION, ROOM, AND BOARD

Tuition, per semester	\$5,725
Room, per semester,	
double occupancy	727.50
per semester, single occupancy. .	927.50
Board, per semester	847.50
Total annual charge:	
tuition, board, and	
double-occupancy room	\$14,600

PAYMENT

All fees and charges are due before the beginning of the semester in which the student is enrolled. Students may not register until their accounts are paid in full or satisfactory alternative arrangements are made with the Business Office.

Students who have outside scholarships or loans not already credited to their accounts by the day of registration must have written confirmation from the source of the aid if the scholarship or loan is to be considered in computing the net amount due.

Disabled veterans may be treated as fully paid students if Form 21E-1905 has been received from the Veterans Administration.

Students who wish to distribute payment over several months may make such arrangements with the College Business Office or use one of several commercially available payment plans. Information is available from the College cashier at 309/457-2124.

CONDITIONS

The normal course load for a full-time student is 15 to 16 semester hours. A student enrolled for 12 semester hours is classified as a full-time student. Tuition charges provide for a course load up to and including 18 semester hours. Tuition per semester is based upon a

student's registered course load as of the last day to add a class, as determined by the Dean of the College.

Tuition includes use of the library, laboratories, and student center; cultural activities; cocurricular programs; and admission to athletic contests and most other campus events. Tuition is required whenever a student is enrolled for course work at Monmouth College or under Monmouth College's auspices, whether the course work is on or off campus.

Where space permits, double rooms are made available for single occupancy at an extra charge. Students selecting a "double-single" room will be billed at the single-occupancy rate.

All unmarried students are required to live and take board on campus, except that residents of the immediate area may receive permission to commute to the College when they continue to live with their parents.

Students enrolled in internships, independent study, student teaching, or other off-campus programs within 30 miles of Monmouth must reside on campus and take board in the College dining room. Box lunches will be provided or other appropriate arrangements made for meals that cannot be taken on campus. All expenses associated with off-campus study, such as travel, clothing, and meals at unusual times, will be borne by the student. Not all financial aid is continued for off-campus study programs, and the student must check with the Financial Aid Office to determine whether financial assistance is continued for the particular off-campus study program in question.

Payment of all current financial obligations to the college is a prerequisite to receiving the degree.

Failure to meet such obligations will preclude participation in Commencement activities.

OTHER CHARGES

OVERLOAD

Students who take more than 18 semester hours per semester will be charged additional tuition on a prorated basis. Tuition for fewer than 12 or for more than 18 semester hours will be charged at \$477 per semester hour.

AUDIT, per semester hour\$238

Full-time students may audit a course without charge. Part-time students or persons not otherwise enrolled will be charged the audit fee.

CREDIT BY EXAMINATION,
per semester hour\$238

SPECIAL EXAMINATIONS\$30

Students who are absent from a final examination for any reason except illness must secure the permission of the instructor and pay the fee to take a makeup examination.

APPLIED MUSIC LESSONS

Music major,
full-time studentNo Charge
Nonmusic major, full-time student
Half-hour lesson per week,
per semester\$80
Hour lesson per week,
per semester\$120
Others
Half-hour lesson per week,
per semester\$120
Hour lesson per week,
per semester\$190

INTEREST CHARGE8.4%

Interest charges are assessed to student accounts on the fourteenth (14th) day of each month. The amount of the assessment is determined by taking the outstanding balance on the 15th day of the previous month, subtracting any credits posted during the month, and multiplying the resulting amount times 7/10ths of 1%, which is the equivalent of

8.4% per year. This method will always allow at least 30 days but not more than 60 days for charges to be paid without incurring any interest assessment.

Interest is assessed on all outstanding balances, even if those balances are intended to be paid by financial aid not yet posted to student accounts, including loans and College employment.

NON-SUFFICIENT FUNDS

CHECK RETURN FEE\$10

This fee is charged on all checks returned to the College for non-sufficient funds.

LATE REGISTRATION FEE\$30

Students who fail to register for class by the specified date at the beginning of each semester will be assessed this additional fee.

CHANGE OF REGISTRATION\$15

Students who change registration after the first week of classes will be charged this additional fee.

MATRICULATION FEES

Application fee\$25
Deposit for new students\$250

A deposit is required of all new students accepting admission. Of the deposit, \$150 are applied to the charges for the first semester the student is enrolled, and \$100 are retained as a deposit that is refunded at graduation or withdrawal of the student from the College if no breakage or damage charges are outstanding. New student deposits are refundable if requested by May 1 prior to entry for the fall semester.

TRANSCRIPT, per copy\$2

Transcripts are issued only upon written request. All financial obligations to the College must be met before the transcript will be issued.

PLACEMENT SERVICE

Enrolled student
Up to eight mailings
of credentials\$5
Each mailing above eight\$3

Others

Up to three mailings of credentials	\$5
Each mailing above three	\$3

ROOM TELEPHONE

A telephone is provided, at no additional charge, in each residence hall room. Students will be charged \$55 for replacement of missing or vandalized telephones. Toll-call billing authorization cards may be obtained from the College Business Office. Toll-call charges will be added to students' regular accounts on a monthly basis and will be subject to the same payment requirements as other College fees.

REPLACEMENT OF LOST KEY OR CARD

Outside key to building	\$50
Room key	\$10
Other key	\$10
I.D. or meal card	\$10

The security of residence halls and the integrity of the identification system demand cooperation and responsibility from all members of the community in safeguarding keys and I.D. cards. The charges above are to encourage due care of keys and cards, to maintain room and building security, and to prevent abuse of I.D. cards.

MOTOR VEHICLE VIOLATIONS

Parking or other vehicular violation . .	\$10
Parking on College lawns	\$50
No vehicle registration	\$50

Motor vehicle regulations are designed to protect the safety and welfare of the campus community and to promote good order. Tickets for violations are issued by designated staff monitors. All enrolled students bringing a motor vehicle to campus must register the vehicle at the Business Office within 48 hours. There is no registration fee.

REFRIGERATOR RENTAL

A limited number of refrigerators are made available at an annual rental rate of \$35 plus a \$10 deposit. Students are charged \$90 for lost or stolen refrigerators and are responsible for paying for damages to refrigerators, not to exceed \$90.

CHARGES FOR SUPPLIES OR DAMAGE

Charges for art, laboratory, or other supplies, lost library items, or for breakage or damage to College property are billed immediately or at the end of the term.

The charges include the estimated cost of replacement parts on material, labor for repair or replacement, and overhead expenses associated with the repair or replacement.

REFUNDS

TUITION

If a student withdraws from the College, tuition will be refunded on the basis shown below. The date of withdrawal is the date the Dean of the College approves withdrawal, not the date the student ceases to attend classes. During the

first two weeks	80 percent refund
third week	60 percent refund
fourth week	40 percent refund
fifth or sixth week	20 percent refund
After six weeks	No refund

No refund of tuition is made to a student who withdraws from a course or who is dismissed or suspended for disciplinary reasons.

BOARD

Refunds of board charges will be based on the unused portion of the semester less two business days to process the withdrawal and notify the food-service contractor in writing.

OTHER

Fees and charges other than those described above are not refundable. For example, application fees and room charges are not refundable.

FINANCIAL AID

Students who withdraw during a semester will be subject to adjustments in their financial assistance. The adjustment of financial aid depends on the policies of the organization from which the aid came. If the agency or foundation has no policy for adjustment due to withdrawal,

the adjustment will be based on Monmouth College policy.

Monmouth College awards will be adjusted on the basis of the Monmouth College refund policy. The adjustment will not ordinarily result in a refund to the student.

Federal aid will be adjusted on the basis of the net charges for tuition, room, and board for the partial semester and federal regulations governing refunds.

The adjustment in charges for a student who is withdrawing may result in an outstanding balance on the student's account that will be due and payable at the time of withdrawal.

Perkins Loan borrowers must have an exit interview with the Business Office before leaving campus to ensure that they fully understand their commitments and obligations under this federally funded program.

Earnings from campus employment for the time worked to the date of withdrawal will be paid to the student on the next scheduled payroll date.

All adjustments in financial assistance will be made by the Director of Financial Aid.

EFFECTIVE DATE

The charges above are effective April 15, 1990.

SUMMER SESSION

Tuition, per semester hour \$425
Room, per day,
 double occupancy 4
 single occupancy 5
Board not available.

Students who withdraw in the first two days of classes receive a 75 percent refund. After the second day of classes, there is no refund.

RIGHT TO CHANGE CHARGES

Charges are established on an annual basis, and the College makes every effort not to change them during the year. However, the College reserves the right to change any and all of the above charges.

1990-91 ACADEMIC CALENDAR

Fall Semester	
Classes begin,	
Registration	August 29
Classes end	December 14
Examinations	December 17, 18, 19, 20
Spring Semester	
Classes begin,	
Registration	January 14
Classes end	May 10
Examinations	May 9, 10, 13, 14
COMMENCEMENT	May 18

REGISTERS: FACULTY, ADMINISTRATION, SENATE

FACULTY, 1990-91

FULL-AND PART-TIME FACULTY

Haywood, Bruce, President and Professor of Comparative Literature •Ph.D., Harvard University, 1956; D.H.L., Kenyon College, 1980; D.H.L., Knox College, 1988.

Julian, William B., Dean of the College and Professor of Political Science •Ph.D., University of Wisconsin-Madison, 1976.

Allison, David C., Professor of Biology •Ph.D., Pennsylvania State University, 1960.

Ambrose, Rajkumar, Associate Professor of Physics •Ph.D., Texas Christian University, 1986.

Amy, William O., Professor of Religious Studies •Th.D., University of Toronto, 1966.

Arnold, George F., Professor of Education and History •Ph.D., University of Maryland, 1975.

Barnes, Mary H., Assistant Professor of English; Director of the Writing Center •Ph.D., Arizona State University, 1986.

Betts, James E., Assistant Professor of Music •D.M.A., University of Iowa, 1984.

Blum, Harlow B., Professor of Art •M.F.A., Syracuse University, 1966.

Bruce, Guy, Assistant Professor of Education; Director of the Learning Skills Program •M.S., University of North Texas, 1988.

Buban, Steven L., Associate Professor of Sociology •Ph.D., University of Iowa, 1979.

Butler, Ralph D., Lecturer in Political Economy and Commerce •J.D., University of Michigan, 1960.

Cathey, Robert Andrew, Assistant Professor of Philosophy and Religious Studies •Ph.D., Duke University, 1989.

Cogswell, Richard L., Associate Professor of Mathematics •Ph.D., Washington University, 1983.

Condon, Jacquelyn S., Dean of Students; Assistant Professor of Education •M.S.Ed., Eastern Illinois University, 1980.

Corral, Michael E., Visiting Instructor in Mathematics and Computer Science •M.A., University of Michigan, 1987.

De Young, James L., Professor of Speech Communication and Theater Arts •Ph.D., University of Minnesota, 1974.

Douglas, Dorothy DiVall, Assistant Professor of Education •Ed.D., Oklahoma State University, 1988.

Gebauer, Peter A., Professor of Chemistry •Ph.D., University of Illinois, 1970.

Glasgow, Terry L., Professor of Physical Education; Director of Athletics •Ph.D., Northwestern State University of Louisiana, 1974.

Griffiths, Richard L., Professor of Music •D.M.A., University of Washington, 1979.

Haq, Farhat, Assistant Professor of Government •Ph.D., Cornell University, 1988.

Hastings, William M., Professor of Psychology •Ph.D., Southern Illinois University, 1969.

Hauge, Harris R., Professor of Library Science; Head Librarian •M.A., University of Minnesota, 1951.

Holm, Susan Fleming, Assistant Professor of Modern Foreign Languages •Ph.D., University of Kansas, Lawrence, 1985.

Julian, Dorothy, Lecturer in Education •M.S., Drake University, 1979.

Kane, R. Kelly, Instructor in Physical Education •M.S., Western Illinois University, 1981.

Keefe, Brigit J., Faculty Associate in English •M.A., University of Akron, 1970.

Keller, Alfred, Instructor in Modern Foreign Languages •M.A., University of Missouri-Kansas City, 1982.

Kieft, Richard L., Professor of Chemistry •Ph.D., University of Illinois, 1973.

Kirk, Carolyn Tyirin, Professor of Sociology •Ph.D., Michigan State University, 1974.

Lariviere, Nancy A., Instructor in Psychology •M.A., State University of New York at Binghamton, 1987.

Lemon, J. Rodney, Professor of Political Economy and Commerce •Ph.D., University of Illinois, 1968.

McCabe, D. Rozena, Instructor in Physical Education; Head Coach •M.Ed., Stephen F. Austin State University, 1990.

McCarnes, Mary L., Lecturer in Modern Foreign Languages •B.A., Monmouth College, 1942.

McGaan, Lee, Associate Professor of Speech Communication and Theater Arts •Ph.D., Ohio University, 1980.

McNamara, R. Jeremy, Professor of English •Ph.D., Michigan State University, 1961.

Meeker, Cheryl, Lecturer in Art •M.F.A., Northern Illinois University, 1986.

Mills, James G., Jr., Assistant Professor of Geology •Ph.D., Michigan State University, 1990.

Nieman, George C., Professor of Chemistry •Ph.D., California Institute of Technology, 1965.

Noël, Roger, Associate Professor of Modern Foreign Languages •Ph.D., Washington University, 1984.

Olson, H. Michael, Jr., Instructor in Physical Education •M.S.E., Wayne State College, 1964.

Petersen, Kenneth L., Assistant Professor of Biology •Ph.D., Iowa State University, 1986.

Reno, Richard W., Associate Professor of Physics and Computer Science; Director of the Computer Center •Ph.D., Yale University, 1971.

Rogers, Robert P., Associate Professor of Political Economy and Commerce •Ph.D., The George Washington University, 1983.

Sammartano, Lauri J., Assistant Professor of Biology •Ph.D., University of Illinois, Urbana, 1988.

Shoemaker, Homer L., Lecturer in Political Economy and Commerce •M.B.A., University of Denver, 1965; C.P.A., 1961.

Sholtis, Edward R. (Lieutenant Colonel), Professor of Military Science •M.S., University of Southern California, 1977.

Sienkewicz, Thomas, Capron Professor of Classics •Ph.D., The Johns Hopkins University, 1975.

Skov, Charles E., Professor of Physics •Ph.D., University of Nebraska, 1963.

Smolensky, Ira, Associate Professor of Government •Ph.D., Rutgers University, 1982.

Sorensen, Francis W., Professor of Education •Ed.D., University of Illinois, 1973.

Spitz, Douglas R., Professor of History •Ph.D., University of Nebraska, 1964.

Sproston, Michael E., Associate Professor of Music •M.A., University of Iowa, 1966.

Suda, David J., Associate Professor of Humanities •Ph.D., Emory University, 1983.

Thoms, Anne E., Instructor in Political Economy and Commerce •B.S., University of Illinois, 1976.

Tucker, Marta M., Associate Professor of Mathematics and Computer Science •M.S., Bradley University, 1983.

Umennachi, Julius N., Visiting Instructor in Philosophy and Religious Studies •Ph.D., University of Nebraska, Lincoln, 1990.

Urban, Jacquelynn J., Lecturer in Modern Foreign Languages •B.A., University of Texas, 1964.

Urban, William L., Professor of History •Ph.D., University of Texas, 1967.

Wallace, William J., Assistant Professor of Speech Communication and Theater Arts •Ph.D., University of Minnesota, 1985.

Waltershausen, George L., Professor of Art, •M.F.A., Bradley University, 1978.

Watson, Craig, Associate Professor of English •Ph.D., University of Michigan, 1980.

Wayne, Lynne Stauffer, Lecturer in Modern Foreign Languages •M.A., University of Minnesota, 1981.

Weiss, Andrew, Edwin A. Trapp, Jr. Associate Professor of Business Administration •Ph.D., Northwestern University, 1982.

Welch, Lyle L., Associate Professor of Mathematics •Ph.D., Michigan State University, 1971.

Wiedman, Lawrence A., Assistant Professor of Geology •Ph.D., Kent State University, 1990.

Willhardt, Gary D., Professor of English •Ph.D., Ohio State University, 1967.

Wright, A. Dean, Professor of Psychology •Ph.D., Texas Christian University, 1969.

PROFESSORS EMERITI

Elwood H. Ball, 1953-83
Professor of Music Emeritus

Milton L. Bowman, 1968-86
Professor of Biology Emeritus

Robert H. Buchholz, 1950-1990
Professor of Biology Emeritus

Cecil C. Brett, 1963-83
Professor of Government and History Emeritus

Eva H. Cleland, 1923-44, 1951-67
Professor of English Emerita

Dorothy Donald, 1932-70
Professor of Spanish Emerita

Bernice L. Fox, 1947-81
Professor of Classics Emerita

J. Prescott Johnson, 1962-86
Professor of Philosophy Emeritus

John J. Ketterer, 1953-86
Professor of Biology Emeritus

Paul H. McClanahan, 1964-79
Professor of Religious Studies Emeritus

Roy M. McClintock, 1966-86
Professor of Government Emeritus

Harry W. Osborne, 1965-83
Professor of Modern Foreign Languages
Emeritus

Benjamin T. Shawver, 1946-74, 1975-85
Professor of Chemistry and Education
Emeritus

Charles J. Speel II, 1951-83
Professor of Religious Studies Emeritus

J. Stafford Weeks, 1959-86
Professor of Religious Studies Emeritus

Esther M. White, 1974-88
Professor of Education Emerita

Donald L. Wills, 1951-84
Professor of Geology Emeritus

Robert G. Woll, 1935-75, 1976-77
Professor of Physical Education Emeritus

ADMINISTRATION, 1990-91

Haywood, Bruce, President •Ph.D.,
Harvard University, 1956; D.H.L., Kenyon
College, 1980; D.H.L., Knox College,
1988.

ACADEMIC AFFAIRS

Julian, William B., Dean of the College
•Ph.D., University of Wisconsin-Madison,
1976.

Burhans, Donald L., Reference and
Government Documents Librarian
•M.A.L.S., Northern Illinois University,
1981.

Carr, Daryl, Operations Manager,
Computer Center •B.A., Monmouth
College, 1988.

Glasgow, Terry L., Director of Athletics
•Ph.D., Northwestern State University of
Louisiana, 1974.

Gustafson, Eleanor C., Catalog and Inter-
Library Loan Librarian •B.A., Monmouth
College, 1963.

Hauge, Harris R., Head Librarian •M.A.,
University of Minnesota, 1951.

Johnson, K. Dennis, Director of
Audiovisual Services.

Reno, Richard W., Director of the
Computer Center •Ph.D., Yale University,
1971.

Saettler, Erhard G., Registrar •M.S.,
University of Minnesota, 1962.

STUDENT AFFAIRS

Condon, Jacquelyn S., Dean of Students;
•M.S.Ed., Eastern Illinois University,
1980.

Loy, James R., Associate Dean of
Students •M.S., Western Illinois
University, 1986.

McCarthy, Karen, Director of the
Stockdale Center/Activities •M.A.,
Framingham State College, 1990.

Naegeli, Daniel A., Director of Career
Planning and Placement •M.S., University
of Central Arkansas, 1989.

Odle, Barbara, Director of International
Students and Special Programs •M.Ed.,
University of Missouri, 1980.

DEVELOPMENT AND INSTITUTIONAL ADVANCEMENT

McBride, Gerald W., Vice President for
Development, College Relations, and
Alumni Affairs •M.A., Bradley University,
1962.

Boster, Drew R., Director of Alumni and
College Relations •M.S.Ed., Western
Illinois University, 1976.

Cook, Lois A., Director of Alumni
Records and Research •B.S., Bowling
Green State University, 1963.

Ehrhart, Stephen R., Director of the
Annual Fund •B.A., Monmouth College,
1977.

K. Jawaharlal, J. Mahendran, Coordinator
of Computer Services •B.A., Monmouth
College, 1987.

Partin, Richard L. Delgado, Assistant Director of Public Relations, Director of Sports Information, •B.S., Oregon State University, 1977.

Ricketts, Roger, Director of Development •M.Div., University of Dubuque Theological Seminary, 1978.

Withenbury, Thomas M., Director of Public Relations •B.S., Southern Oregon State College, 1977.

FINANCE AND BUSINESS

Gladfelter, Donald L., Director of Finance and Business •B.A., Monmouth College, 1977.

Loomis, Pete, Director of the Physical Plant •B.A., Westminster College, 1966.

McNall, W. Michael, Assistant Director of Finance and Business •B.A., Monmouth College, 1981.

Vollmar, Julia C., Director of Financial Aid •M.A., Eastern Illinois University, 1989.

ADMISSION

Long, David D., Dean of Admission •D.D.S., Washington University, St. Louis, 1965.

Allen, Irma S., Admission Representative •M.S., Washington University, 1951.

Becker, Therese, Admission Representative •B.A., Monmouth College, 1987.

Clague, Mary Ann, Admission Representative •B.A., Monmouth College, 1990.

Farr, Linda, Administrative Assistant for Admission.

Liesman, Orville D., Admission Representative •B.A., Monmouth College, 1960.

Moore, Mark, Admission Representative •B.A., Monmouth College, 1977.

Moore, Vicky, Admission Representative •B.A., Monmouth College, 1975.

Ryan, John, Admission Representative •B.A., Eureka College, 1985.

Underwood, William, Admission Representative •B.A., Monmouth College, 1966.

THE SENATE, 1990-91

OFFICERS OF THE SENATE

H. Safford Peacock, Chair; Investment Manager; Lincoln, Illinois.

Roger W. Rasmusen '56; Vice Chair; Investment Manager; Stuart, Florida.

OFFICERS OF THE COLLEGE

Bruce Haywood, President; Monmouth College; Monmouth, Illinois. *Ex officio.*

Ralph E. Whiteman '52; Treasurer; President (Retired), Security Savings and Loan Association; Monmouth, Illinois. *Ex officio.*

David D. Long; Secretary; Monmouth College; Monmouth, Illinois. *Ex officio.*

Catherine T. Bennett; Assistant Secretary; Monmouth College; Monmouth, Illinois. *Ex officio.*

TRUSTEES AND DIRECTORS

Robert J. Ardell '62; Vice President of Exploration, Nippon Oil Exploration U.S.A., Ltd.; Spring, Texas.

Nancy Glennie Beck '53; Homemaker; Harbor Spring, Michigan.

David A. Bowers '60; Vice President and General Manager, National Cabinet Lock; Greer, South Carolina.

Peter H. Bunce; President, Cejka Executive Search; St. Louis, Missouri.

Douglas R. Carlson '66; Attorney; Wildman, Harrold, Allen & Dixon; Chicago, Illinois

Nicole C. Chevalier '77; Marketing Director, IPP Lithocolor; Chicago, Illinois.

Dorothy Peterson Dahl '40; Homemaker; Muscatine, Iowa.

Anne Potter DeLong; President, Quad City Thunder; Rock Island, Illinois

William J. Goldsborough '65; Investment Analyst, Lincoln Capital Management; Glen Ellyn, Illinois.

W. Jerome Hatch '57; Director of Personnel, American National Can Company; Chicago, Illinois.

Norman A. Hedenberg '58; President, The August Development Company; La Jolla, California.

Walter S. Huff, Jr. '56; President and Chief Executive Officer (Retired), HBO & Company; Atlanta, Georgia.

Richard Hunt; Sculptor; Chicago, Illinois

James C. Jacobsen; Executive Vice President, Kellwood Company; Creve Coeur, Missouri.

Marion Austin Jones '50; Homemaker, Grinnell, Iowa.

Mary Castle Josephson '51; Homemaker; Roseville, Illinois.

Harold W. Knapheide III; President, Knapheide Manufacturing Company; Quincy, Illinois.

Robert Minteer '66; Varied Investments, Inc.; Muscatine, Iowa.

James J. Mock '65; Vice President for Product Management, Northrup King Co.; Northfield, Minnesota.

Thomas B. Moore '53; Thomas B. Moore Co., Inc.; Chesterfield, Missouri.

Lee L. Morgan; Chairman and Chief Executive Officer (Retired), Caterpillar, Inc.; Peoria, Illinois.

Courtney J. Munson '63; President & CEO, Munson Transportation, Monmouth, Illinois

Peter A. Nelson '54; Senior Vice President, Marketing, McDonald's Corporation; Barrington, Illinois.

Bruce C. Ogilvie '68; CLU, MFSG; Arcadia, Michigan.

Richard L. Owens; Private Investor, RLO, Incorporated; Peoria, Illinois.

James L. Pate '63; President and CEO, Pennzoil Co.; Houston, Texas.

Harold A. Poling '49; Chair and CEO, Ford Motor Company; Birmingham, Michigan.

Nelson Potter '61; Associate Professor of Philosophy, University of Nebraska-Lincoln; Lincoln, Nebraska.

Channing L. Pratt '51; Attorney, Beal, Pratt and Pratt; Monmouth, Illinois.

Juanita Winbigler Reinhard '42; Homemaker; Arlington Heights, Illinois.

David Shields; Executive Presbyter, Blackhawk Presbytery; Oregon, Illinois.

James L. Spiker; President, Farmers and Merchants Bank; Bushnell, Illinois.

Ralph G. Stevenson '55; Owner, Stevenson Appraisal; Moline, Illinois.

Edwin A. Trapp, Jr. '53; Investment Manager; Dallas, Texas.

Maxine Murdy Trotter '47, Secretary-Treasurer, Murdy Foundation, Incorporated; Santa Ana, California.

Fred W. Wackerle '61; Partner, McFeely Wackerle Associates; Chicago, Illinois.

William Winslade '63; Professor of Medical Jurisprudence and Psychiatry, University of Texas Medical Branch at Galveston; Galveston, Texas.

Carol Dettman Wolcott '63; Staff Physician, University of Nebraska Health Center; Lincoln, Nebraska.

SENATE EMERITI

Robert E. Acheson '28; Operations Supervisor (Retired), Illinois Bell Telephone Company; Monmouth, Illinois.

John C. Bailar, Jr.; Professor Emeritus of Inorganic Chemistry, School of Chemical Sciences, University of Illinois; Urbana, Illinois.

Tim J. Campbell, Jr. '39; Attorney; Campbell and Campbell; Newton, Iowa.

Richard P. Hutchinson '34; Farmer and Farm Manager; Biggsville, Illinois.

William M. LeSuer '42; Senior Vice President (Retired), Research and Development, The Lubrizol Corporation; Mayfield Village, Ohio.

Daniel M. MacMaster; President and Director (Retired), Museum of Science and Industry; Homewood, Illinois.

James W. Marshall '36; Physician; Monmouth, Illinois

Robert T. McLoskey '28; Legislative Consultant; Monmouth, Illinois.

Graham McMillan '37; Vice President (Retired), Biochemical Operations, International Minerals and Chemicals Corporation; Terre Haute, Indiana.

N. Barr Miller '28; Attorney (Retired), Haynes and Miller; Bethesda, Maryland.

John W. Service '35; Division Manager (Retired), Salary Administration, Deere and Company; Monmouth, Illinois.

Clayton V. Taylor '26; President Emeritus and Director (Retired), Herndon Federal Savings and Loan; Reston, Virginia.

HONORARY DIRECTOR

Pearle Liddle; Civic Leader and Homemaker; Fort Worth, Texas.

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DIRECTORY OF COLLEGE OFFICES

All telephone numbers at Monmouth College can be reached either by calling the number directly or by calling the College switchboard, 457-2311. When dialing from on-campus telephones, use only the last four digits. The area code for Monmouth is 309.

Correspondence concerning College matters should be addressed to the appropriate office at Monmouth College, Monmouth, Illinois 61462-9989.

Admission Office

For most matters of concern to new students.
457-2131

Alumni and College Relations

For information about special events (Parents Weekend, Homecoming, Commencement).
457-2316

Bookstore

457-2399

Business Office

For questions about billings and student accounts.
457-2124

Career Planning and Placement

457-2115

Dean of the College

For academic concerns, readmission, academic standing, and faculty matters.
457-2325

Dean of Students

For information about rooms, residence halls, and student services.
457-2113

Development

For assistance concerning gifts, bequests, annuities, and other support of College development.
457-2321

Financial Aid

457-2129

Library

457-2190

President's Office

457-2127

Public Relations Office

For information about College events open to the general public and for news and sports information services.
457-2322

Registrar's Office

For academic records, class schedules, courses, credits, and transcripts.
457-2326

Student Center

457-2345

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